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An instrument for measuring the value orientation of educational administrators was constructed following the model developed by England for measuring the value orientation of managers. The instrument was administered, via mail, to a stratified sample of 210 administrators from five States in the Plains and Rocky Mountain areas. Respondents rated the importance of 82 concepts contained in the questionnaire and specified which of four descriptions best indicated the meaning of each concept. When translated into value orientation types suggested by England, the responses indicate that school administrators as a group have primarily an ethical-moralistic personal value orientation, and, secondarily, a pragmatic orientation. These findings represent a reversal of England's findings for managers. Little or no relationship was found between value orientation classifications and selected personal characteristics of administrators. The reliability and validity data for the instrument indicate that further refinement and study of the instrument are needed before it can be used with confidence as a research or assessment tool. (Author/JH)

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The Development of an Instrument for Assessing the Personal Values of Educational Administrators

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SUMMARY

The purpose of the study was to develop an instrument for assessing the personal value orientation of educational administrators. The rationale for the instrument was based on studies of managers' values by G. W. England.

An instrument was developed which contained 82 concepts. The respondent rated the importance of the concept to him and ranked the concept on four terms with respect to how the terms reflected the meaning of the concept. Moderate reliability (estimate of r was .70) was obtained when the instrument was administered to a sample of 50 educators as a test-retest. The instrument was sent by mail to a sample of 480 school administrators. The sample was stratified by two levels of school district size and by superintendents, secondary principals, and elementary principals. The analysis was done with 210 of the respondents, 35 in each cell.

The administrators as a group exhibited an ethical-moralistic personal value orientation as a primary orientation, and a pragmatic orientation secondarily. Scores on the instrument were correlated with selected personal characteristics of the administrators, and the correlations indicated little or no relationship among the variables.

The reliability and validity data for the instrument were such to indicate that further refinement and study of the instrument are needed before it can be used with confidence as a research or assessment tool.

Chapter 1

INTRODUCTION

The purpose of the project described herein was to develop an instrument for assessing the personal values of educational administrators. While the development of this instrument represented the major purpose of this specific project, it was essentially the first step in a major research effort aimed at the description, measurement and understanding of the personal value systems of educational administrators and their relevance to behavior.

The concept of "personal values" is viewed as a relatively permanent perceptual framework which shapes the general nature of an individual's response patterns. Values are viewed as similar to attitudes but are more ingrained, permanent and stable in nature. Likewise, a "value" is seen as being more general and less tied to any specific referent than is the case with many attitudes. In short, "value" as used in this project is closer to ideology or philosophy than it is to attitude.

Educational administrators, vitally important in any advanced society, represented the group of individuals whose values were of particular interest in this project. The significance and importance of studying the value systems of educational administrators can be seen when one considers seriously the following reasonable assertions and their implications:[1]

1. Personal value systems influence an administrator's perceptions of problem situations he faces.

2. Personal value systems influence an administrator's decisions and solutions to problems.

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[1]Support for these assertions is found in several studies of the value systems of educational administrators. See for example: Henry (1963) described the significance of one's hierarchy of value orientations in any interactive relationship. Cyphert (1961) discovered a stable and consistent hierarchy of values among Ohio school principals extending from a high in religious orientation to a low in aesthetic orientation. Newsome and Gentry (1963) found that Georgia school superintendents were high in economic and social orientations. They also discovered that superintendents were relatively high in authoritarianism; moreover, degree of authoritarianism was found to bear a negative relationship to the logical consistency of the superintendent. Rasmussen (1962) found a high degree of actual agreement between principals and teachers on values in regard to teaching; yet teachers tended to perceive their principals as holding much less liberal views than their own. Rasmussen concluded that such discrepancies pose a potential threat to creative teaching.

3. Personal value systems influence the way an administrator looks at other individuals and groups of individuals thus influencing interpersonal relationships.

4. Personal value systems influence the extent to which an administrator will accept or will resist pressures and goals of educational institutions.

5. Personal value systems set the limits for the determination of what is and what is not ethical behavior by an administrator.

6. Personal value systems influence not only the perception of individual and institutional success but its achievement as well.

The basic assumption underlying the total research effort is that the meanings attached to a carefully specified set of concepts by an individual administrator will provide a useful description of his personal value system, which in turn may be related to his behavior in predictable ways. Conceptually, this assumption can be diagramed as follows:

Meanings attached to a set of concepts by an administrator → yields → Description of the personal value system of an administrator → yields → Propensities to behave in predictable ways

The theoretical importance of the meanings an individual attaches to concepts is at the root of a great deal of research aimed at a better understanding of human behavior. Attitude measurement, interest measurement, personality assessment, need assessment, and verbal learning experiments, for example, lean heavily on the assumption that modes of the valuation process for individuals provide predictive clues about their behavior. How concepts are grouped; valuation in terms of like or dislike, important or unimportant and right or wrong; whatever reaction a concept elicits from an individual; all are expressions of what the concept means to the individual and may have implications for his value system and for understanding behavior.[2]

Related Research

A research interest in the concept of "values" is due largely to the German psychologist, Spranger, who classified people according to the main value which they held. In his book, Types of Men (1928), Spranger argued for the existence of six major human values, which were called theoretical, economic, asthetic, social, political and religious. Spranger's theoretical notions were made operational through the work of Allport and Vernon (1931). Their Study of Values

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[2]For a brilliant exposition of this point, see G. W. Allport, "Traits Revisited," American Psychologist, XXI, No. 1 (1966), pp. 1-10.

asks subjects to provide 120 responses, 20 of which are scored for each of the six values. Factor analyses of the Allport-Vernon test by Lurie (1937), Duffy and Crissy (1940), and Brogden (1952) have suggested that fewer than six factors could account for the item response correlations. Lurie found four factors which might be called social and altruistic, pragmatic and utilitarian, theoretical and religious. Duffy and Crissy analyzed the correlations between the original six value scores and obtained three factors which correspond closely to the first three factors found by Lurie. Brogden inter-correlated sixty items from the scale and factor analyzed the results. He found a number of inter-correlated primary factors which gave rise to several higher-order factors. The major factor was entitled "Idealism versus practicality." This and other research on the Spranger value types clearly suggests that the concept of value has potential relevance to the understanding of behavior.

The book, The Authoritarian Personality, by Adorno, Frenkel-Brunswik, Levinson and Sanford (1950), provided further support for the attempt to measure attitudes at the level of values, ideology and philosophy. The rationale for development of the Authoritarianism Scale (F) was described by the authors:

> "There gradually evolved a plan for constructing a scale that would measure prejudice without appearing to have this aim and without mentioning the name of any minority group . . . It was clear at the time the new scale was being planned that anti-Semitism (A-S) and ethnocentrism (E) were not merely matters of surface opinion but general tendencies, with sources, in part at least, deep within the structure of the person. Would it not be possible to construct a scale that would approach more directly these deeper, often unconscious forces? If so, and if this scale would be validated by means of later clinical studies, would we not have a better estimate of anti-democratic potential than could be obtained from the scales that were more openly ideological?"

The hypotheses used in item development and item selection by Adorno, et al., in developing the F scale are useful to anyone interested in the study of values.

The work of Strong on Vocational Interests also suggests that there is something stable about the way an individual organizes his experience. Strong (1955) found an amazing consistency of interest profiles over an 18-year period:

> "Permanence measured by test-retest correlation over an 18-year period ranges among 17 scales from .79 to .48 with a median of .69. It is doubtful if any type of test, excepting intelligence tests, has greater permanence over long periods of time than is shown by interest tests."

Thurstone (1952) factor analyzed scale score correlations on the Strong Vocational Interest Blank and found four major interest factors which he labeled "Interest in Science," "Interest in Language," "Interest in People," and "Interest in Business." Interest as a variable is a stable organizational characteristic of adults which offers tentative hypotheses for value measurement.

One of the most ambitious attempts to organize all levels of attitudes into a systematic theoretical structure is represented by the work of Eysenck. Eysenck (1954) provided considerable evidence that all political and social attitudes could be systematically placed within the framework of two independent dimensions: Tender Mindedness vs. Conservatism. Eysenck's summary outlines his conclusion:

> 1. To begin with, it has been shown that social and political actions of all kinds are mediated through attitudes, and that consequently the study of the nature, development and modification of attitudes is of fundamental importance to the development of scientific psychology of politics.
>
> 2. Attitudes were shown to be very similar in many ways to habits. Attitudes and habits are both learned modifications of the central nervous system; both are dispositions to act which cannot be observed directly; both concepts are hypothetical constructs which require lining up with antecedent conditions and consequent behavior for their measurement; and lastly, both denote persisting states of the organism which are a necessary, but not a sufficient condition for the evocation of any particular type of action.
>
> 3. Attitudes as so defined show a considerable degree of organization or structure. The fact that a person holds a particular attitude carries with it implications about other attitudes, and these implications can be given mathematical expression in the form of correlation coefficients. When such empirically determined correlations are further analyzed, it is found that they can all be regarded as being determined by two main principles or factors. One of these factors is the well known Radicalism-Conservatism continuum (R-factor). The other, which is quite independent of the first, was called Tough-minded versus Tender-minded (T-factor) in memory of a similar distinction made by William James in the philosophical field. In combination, these two factors, principles or dimensions, appear sufficient to account for the great majority of observed relationships between social attitudes in this country, in the United States, in Sweden, Germany and other countries having similar forms of social organization.

4. They also appear sufficient to account for the observed relationships between different political parties in this country. Thus, Fascists were found to a tough-minded Conservative group, Communists, a tough-minded Radical group, Conservatives and Socialists were found to be Conservative and Radical respectively on the R-factor, and intermediate with respect to the T-factor. Liberals were found to be the most tender-minded group and to be intermediate between Socialists and Conservatives with respect to the Radicalism-Conservatism variable. These relationships, which had been predicted from analysis of the interrelations between attitudes, were found in several independent studies and may therefore be regarded as firmly established. They indicate quite clearly that two dimensions are necessary in order to describe the positions of the main political groups active in this country at the moment.

5. Detailed experimental analysis disclosed that while the R-factor could truly be called a major dimension of social attitudes, the T-factor was of a different character altogether. It appeared essentially as a projection on to the field of social attitudes of certain fundamental personality traits, in the sense that a person's social attitude (Radical, Conservative, or intermediate) would seek expression in terms of the fundamental personality variables so closely connected with the T-factor.

A major methodological advance which is related to the measurement of value systems is represented by the attempt to subject meaning to quantitative measurement by Osgood and his associates (1957). Their rationale may be specified by the following statements:

1. Words represent things because they produce in human organisms some replica of ~~the~~ actual behavior toward these things as a mediation process.

2. Meaning is defined as the representational mediation process between things and words which stand for them.

3. The semantic differential measurement operation relates to the functioning of representational processes in language behavior and hence may serve as an index of these processes (meaning).

4. Meaning, as measured by the semantic differential, should be predictive of likely behavior.

Most of the research done by Osgood and his associates has been directed toward the development of an adequate measurement system for meaning. They have succeeded in showing that meaning has several independent dimensions which can be measured by using sets of bipolar

adjectives, such as good-bad, strong-weak, active-passive, to determine the meaning of a concept for an individual. The semantic differential measurement method provides a quantitative expression of the meaning of any concept to an individual.

England (1967) developed a theoretical model of the relationship of values to behavior, developed an instrument to measure personal values of managers and tested the model on a national sample of 1,072 managers of business enterprises. The theoretical model is presented in Figure 1. Two major classes of personal values are recognized: operative values, or those that have the greatest influence on behavior, and intended and adopted values, or those that may be professed but do not directly influence behavior to any great degree. The model also indicates the two primary ways in which values can influence behavior: behavior channeling and perceptual screening. Behavior channeling would be illustrated by the behavior of an individual who places a high value on honesty and integrity when he is approached with a proposition which involves deception and questionable ethics. His behavior would be channeled away from the questionable proposition as a direct result of his operative values. Behavior channeling represents direct influence of perceptual screening. Examples of perceptual screening underlie the common expressions, "He hears only what he already agrees with," and "You can't teach an old dog new tricks." The power of personal values to select, filter and influence interpretation of what one "sees" and "hears" is well known in common experience and in the scientific study of behavior.[3]

The model further indicates that the impact of values on behavior must be considered in relation to other environmental influences and constraints before specific statements can be made about an individual behaving in such and such a way at a given time and under certain conditions. Values are one part of the story, but not the whole story.

The Measurement of Values

England's attempt to "get at" a manager's values through the use of a carefully specified set of concepts was influenced by the work of Charles Osgood and represents an adaptation of his methodology (Osgood, Suci, and Tannenbaum, 1957). Most of the research done by Osgood and his associates has been directed toward the development of an adequate measurement system for meaning. They have succeeded in showing that meaning has several dimensions which can be measured by using sets of bipolar adjectives such as good-bad, strong-weak, active-passive, to determine the meaning of a concept for an individual.

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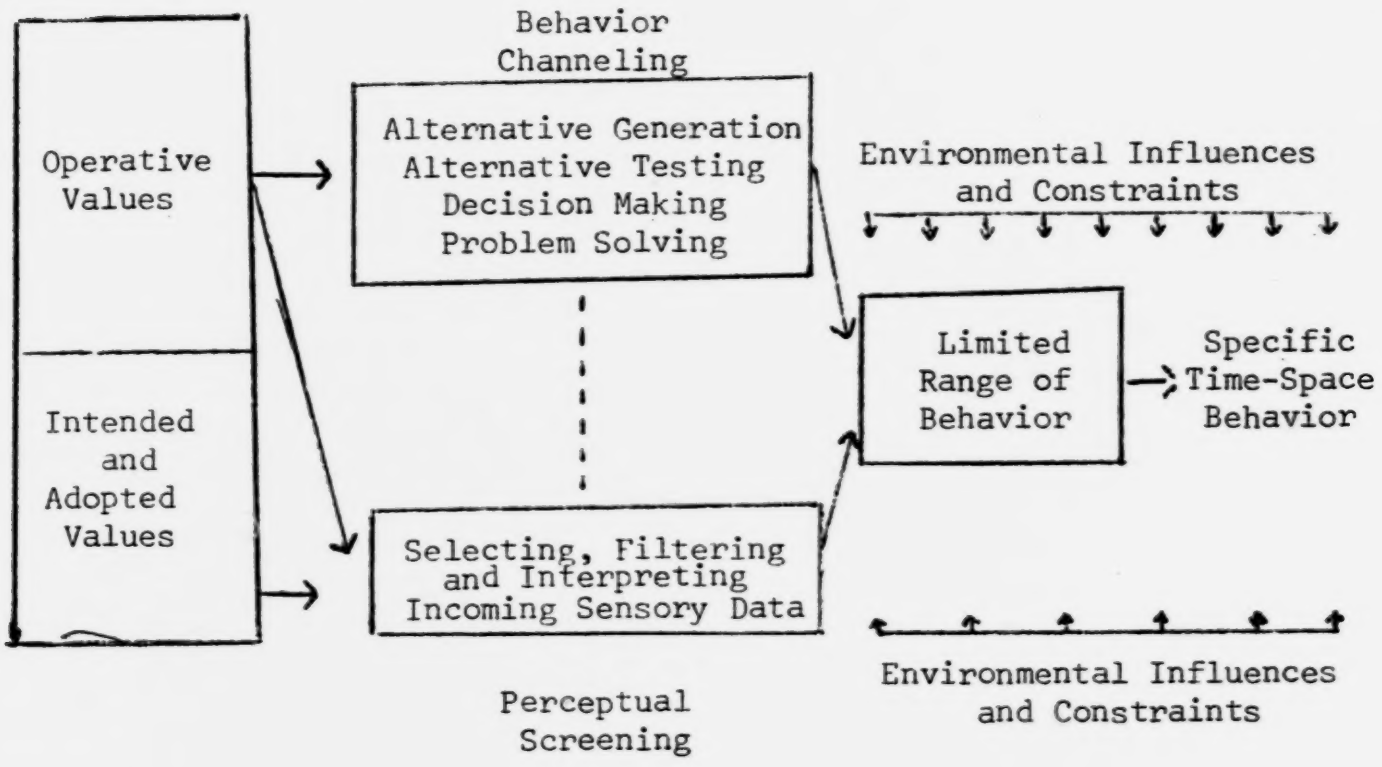
[3]See for example, L. Postman, J. S. Bruner, and E. McGinnies, "Personal Values as Selective Factors in Perception," Journal of Abnormal & Social Psychology, XLIII (1948), pp. 142-154.

Figure 1

Theoretical Model of the Relationship between Values and Behavior



In England's study of managers, concern was not just with any aspect of meaning of any concept or set of concepts. Rather, it was necessary to specify a particular set of concepts and certain modes of the valuation process that would be relevant to a personal value system for managers. The concepts in the present form of the Personal Values Questionnaire were selected from the voluminous literature dealing with organizations and with individual and group behavior. In addition, ideological and philosophical concepts were included to represent major belief systems. An initial pool of 200 concepts was reduced to 96 concepts through the use of a panel of expert judges. Preliminary findings with a pilot sample of managers further reduced the concepts to the set of 66 used in the instrument. These concepts were categorized into five classes: goals of business organizations, personal goals of individuals, groups of people, ideas associated with people, and ideas about general topics. Figure 2 lists the 66 concepts in the PVQ by categories.

The PVQ uses four scales to represent four modes of valuation. The primary mode of valuation was what might be called the power mode of valuation (important-unimportant scale). The rationale behind the use of this scale is similar to that underlying most value measurement--the general value of objects or ideas to an individual is largely a function of how important or unimportant he thinks the object or idea. Because of concern about the behavioral effect of values, it was necessary to determine why individuals thought certain concepts were important or unimportant. To do this, three secondary modes of valuation were used. The pragmatic mode of

Figure 2

Concepts Used to Measure Managers' Values

Goals of Business Organizations	Personal Goals of Individuals
High Productivity	Leisure
Industry Leadership	Dignity
Employee Welfare	Achievement
Organizational Stability	Autonomy
Profit Maximization	Money
Organizational Efficiency	Individuality
Social Welfare	Job Satisfaction
Organizational Growth	Influence
	Security
	Power
	Creativity
	Success
	Prestige

Groups of People	Ideas Associated With People	Ideas About General Topics
Employees	Ambition	Authority
Customers	Ability	Caution
My Co-workers	Obedience	Change
Craftsmen	Trust	Competition
My Boss	Aggressiveness	Compromise
Managers	Loyalty	Conflict
Owners	Prejudice	Conservatism
My Subordinates	Compassion	Emotions
Laborers	Skill	Equality
My Company	Cooperation	Force
Blue Collar Workers	Tolerance	Liberalism
Government	Conformity	Property
Stockholders	Honor	Rational
Technical Employees		Religion
Me		Risk
Labor Unions		
White Collar Employees		

valuation was represented by a "successful" scale; the ethical-moral mode of valuation was obtained through a "right" scale; and the affect or feeling mode of valuation was measured through use of a "pleasant" scale. It was reasoned that a combination of primary and secondary modes of valuation would be a better predictor of the likely behavior of a manager than would either mode alone. For example, if manager A were generally pragmatically oriented (e.g., when he said something was important, he was most apt to see it as successful as opposed to right or pleasant), his behavior would be predicted best by viewing it as a joint function of those concepts he thought were important and successful. In a more general sense, what is being suggested is that an individual's behavior (insofar as it is influenced by his personal values) is best explained by utilizing both of these things he considers important and his personal mode of orientation. Symbolically, one could say $B_v \rightarrow f(I \wedge PO)$.[4]

Major results from the study of American managers show that as a group, managers' primary orientations are pragmatic; that is, when managers view some concept as important they also tend to view it as successful. As seen in Figure 3, thirty-nine (of sixty-six) concepts are rated by the total group of managers as being of "high importance"; twenty-nine of these are likewise seen as successful. The second part of Figure 3 shows that 562 of the managers (over half) assign more of the concepts to the "high importance-successful" cell than to any of the other eight categories. In short, these data indicate that as a group managers are best described as pragmatically oriented, and when considered as individuals, more managers are pragmatically oriented than are ethically-morally oriented or are affect oriented. Figure 3 also shows that managers' secondary orientation is moralistic and ethical. Of the thirty-nine concepts rated "high importance," ten also are seen as "right." Individually, 276 of the managers (about one-fourth) assign more of the concepts to the "high importance-right" cell than to any of the other eight combinations.

These data show that managers, whether considered as a group or individually, are not affect oriented; the concepts that are viewed as important by them are not viewed as pleasant.

The Value Profile of American Managers, as shown in Figure 4, allows interpretation of the responses of the 1072 managers to the 66 concepts in value terms with implications for behavior. When one considers managers as a group and utilizes the finding that managers are pragmatically oriented, the Value Profile would suggest the following:

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[4]This expression would be read: the behavior of an individual insofar as behavior is a function of values, is best indicated by the joint function of those concepts he considers important and those concepts which fit his primary orientation. For a pragmatically oriented individual, behavior is best predicted by those concepts considered important and successful; for a moral-ethically oriented individual, behavior is best predicted by those concepts considered important and right; while for an affect oriented individual, behavior is best predicted by those concepts considered important and pleasant.

Figure 3

General Value Orientation of Managers (N = 1072)

As a total group, Managers' primary orientation is pragmatic
As a total group, Managers' secondary orientation is moralistic and ethical

Supporting data:

	High Importance	Average Importance	Low Importance
Successful 1st Ranked	29	7	2
Right 1st Ranked	10	11	0
Pleasant 1st Ranked	0	6	1

66

Successful 1st Ranked	562	101	0
Right 1st Ranked	276	87	0
Pleasant 1st Ranked	12	29	5

1072

The 66 concepts are assigned to one of the nine categories (cells) by a joint modal frequency method for the total group of managers. For example, more of the total group of managers responded "high importance-successful" than in any other category of response to each of 29 concepts. Thus, 29 concepts are assigned to the "high importance-successful" category.

Each of the 1072 managers is assigned to that category (cell) that contains the highest number of concepts for him. For example, 562 managers responded "high importance-successful" to more of the 66 concepts than to any of the other eight response categories.

Figure 4

Managerial Value Profile (N = 1072)

	High Importance		Average or Low Importance
Successful 1st Ranked	High Productivity Industrial Leadership Organizational Stability Profit Maximization Organizational Efficiency Organizational Growth Employees Customers My Co-workers Craftsmen My Boss Managers Owners My Subordinates My Company	Stockholders Technical Employees Me White Collar Employees Ambition Ability Skill Cooperation Achievement Job Satisfaction Creativity Success Change Competition	Labor Unions Aggressiveness Influence Power Compromise Conflict Risk Prejudice Force Adopted Values Situationally Induced
Right 1st Ranked	Employee Welfare Trust Loyalty Honor Dignity Individuality Government Property Rational Religion		Social Workers Laborers Blue Collar Worker Obedience Compassion Tolerance Authority Caution Conservatism Equality Liberalism
	Intended Value Socio-culturally Induced		Values with Low Behavioral Relevance
Pleasant 1st Ranked			Leisure Autonomy Money Security Prestige Emotions Conformity

(1) The 29 concepts which are rated as "high importance" and are viewed as "successful" represent the operative values for these managers. They are considered important and fit the primary orientation (pragmatic) pattern of the group and should influence the behavior of the managers more than the ideas and concepts in any other cell in the Value Profile. For example, the fact that the characteristics Ambition, Ability, and Skill represent operative values for managers while the characteristics Loyalty, Trust, and Honor are intended values would be reflected in their own behavior and in their expectations about others' behavior.

(2) The nine concepts found in the cells labeled "Adopted Values--Situationally Induced" are those that have been observed as being successful in the manager's organizational experience but which he finds difficult to internalize and view as being of high importance. Managers seem to be saying, for example, that Labor Unions are successful (they do have a large impact on what goes on in organizations) but that they should not be considered as important as other groups such as Customers or Managers or Owners. The values represented by these nine concepts would not be expected to influence the behavior of managers to the extent that operative values would, since managers are not as wholly committed to adopted values as they are to operative values.

(3) The 10 concepts found in the cells labeled "Intended Values--Socio-culturally Induced" are those that have been considered as highly important by the manager throughout most of his life but they do not fit his organizational experience. Here the interpretation would be that managers, for example, have viewed "rationality" as an important criterion for behavior but that their organizational environment has not always rewarded "rationality." It is as if they were saying that we have always considered it important to be rational but don't see it as being highly useful in our organizational life. The complexities of organizational requirements do not square with individual notions of what is and what is not rational. These intended values where there is conflict between what one has learned to believe and what one sees in his accepted environment have been termed "professed" or "talking" values by a number of authors. Employee Welfare, for example, is viewed as highly important as an organizational goal by managers but it may not affect their behavior greatly because it doesn't fit their primary pragmatic orientation. It is a professed value but not one that is operative or directly influential of behavior to any large extent.

(4) Finally, the 18 concepts found in the cells labeled "Low Behavioral Relevance" are those that would not be expected to influence a manager's behavior to any large extent since they are not considered important and do not fit the pragmatic orientation of managers.

This brief review of research related to the concept of value suggests the possibility of developing a broad measurement of philosophic value systems for educational administrators. It can be inferred further that such a measurement would be predictive of major categories of behavior.

The project described in the remainder of this report was an attempt to extend the work of England to another domain of management, that of management of public education. The positions of administrator (defined here as superintendent, assistant superintendent and principal) and of a manager of a business organization are quite similar and it is logical to expect that useful results would emerge in a study of educational administrators as was the case for business managers. The differentiation between operative and intended or adopted values increases the likelihood that significant behavior predictions can be made. It is a common difficulty with attitude scales and value inventories that they are either so specific or so general that they have little predictive value. By differentiating between the two kinds of values, a way has been developed for the assessment of idealized values of the individuals as well as those values that are operative and most influential of behavior.

The following chapters describe the procedures used in the study and present the results in terms of reliability and validity data on the instrument developed to measure the personal values of educational administrators.

Chapter 2

PROCEDURES

The procedures used in this study were similar to those used by England in his work with managers of business enterprises. This chapter contains a description of the procedures used in instrument development, reliability assessment, and validity assessment in that order.

Instrument Development

A thorough search of the literature dealing with educational administration, educational practices, organizations, and individual and group behavior was made to identify a list of concepts of special relevance or concern to educational administrators. This literature search plus the inclusion of certain ideological and philosophical concepts yielded a pool of 206 concepts as the original item pool. The 206 concepts were categorized into seven general classes: educational and administrative practices, ideas associated with people, administrative concerns, ideas about general topics, goals of educational organizations, personal goals of individuals, and groups of people.

Each member of a panel of 15 persons rated the degree of relevancy or concern that each concept had to a school administrator on a scale from zero (no relevance) to 100 (high relevance). The 15 persons on the panel were individuals with at least five years of experience as a school administrator or teacher of courses related to school administration. Appendix A contains the instructions for the instrument used in this judging task and a list of the 206 concepts. Each concept is listed in the instrument in Appendix A, and the number listed with each concept is the median degree of relevancy or concern assigned by the 15 judges.

The 206 concepts were also assembled into two tryout forms of the instrument patterned after the PVQ. The concepts were placed randomly in the two forms within each of the general classes. Form A contained 104 concepts and Form B contained 102 concepts. The instruction for the two tryout forms are included in this report as Appendix B.

A sample of 100 graduate students in education at Colorado State University responded on the tryout forms with 50 students responding to Form A and 50 students to Form B. The students were primarily master's candidates in the Departments of Vocational Education and Education at Colorado State University. Most of the students were enrolled in programs leading to qualification for administrative positions in education or vocational education.

The tryout instruments differed from the PVQ in that a fourth secondary mode of valuation was included. In both the PVQ and the tryout forms, the respondent rated the importance of the concept

on a three point scale. This scale is the power mode of valuation and is considered the primary mode of valuation. The PVQ included three secondary modes of valuation: successful, right, and pleasant. The respondent ranked these three modes for each concept to indicate the meaning of the concept. Thus a concept with a rank of one on successful would indicate that this concept was primarily associated with success and so on. The tryout forms included the same secondary modes of valuation but a fourth mode was added called "intellectual." We felt that certain concepts associated with education might be considered important because of the intellectual value and therefore such a mode should be included. This mode was included in an attempt to provide for the possibility that individuals do value "knowledge for its own sake" and that some of the educational concepts would be important and meaningful for this reason. Appendix C contains the response distribution for each of the concepts in the tryout groups. The numbers in the cells are the number of people who gave the concept that importance rating on the primary mode and who gave the concept a rank of one on the secondary mode.

The data from the panel's judgments and the responses on the tryout forms were used in selecting those concepts to be used in the final form of the PVQ for Educational Administrators. Arbitrary decision rules were not established for selecting a concept. Rather we used as a general guide the following criteria: a high median rating by the panel, a reasonable distribution among the cells on importance rating and number one ranking on the tryout group's responses, and a representation from each of the general classes of concepts. In addition, judgments of concept redundancy were made by the investigators and the panel. Some items with relatively high relevancy ratings were not selected because they were judged to be redundant with another item with a high rating or because the tryout group's responses were not well distributed among the cells. Likewise, a concept with a lower median rating was included because it was judged to be not redundant and the responses were well distributed among the cells.

Table One contains the median rating, the modal rating, and the range of ratings of the selected and rejected concepts by general class and for the total group of concepts. The median value reported in the table is that value where the median case occurs rather than a median obtained by interpolation.

The data in Table One do reveal that the selected concepts had a higher relevancy rating than those that were rejected. Eighty of the 82 selected concepts had median relevancy ratings of 70 or higher. The concepts of liberalism and conservatism had ratings less than 70. We decided to include these two concepts despite their low ratings because of their important ideological connotations and their obvious contrast with each other.

Table One

Median and modal rating and range for selected and rejected concepts.

General Category	Accepted N	Median	Mode	Range	Rejected N	Median	Mode	Range
1. Ideas Associated with People	12	90	90	80-90	31	80	85	50-95
2. Personal Goals of Individuals	11	80	80	70-90	4	65	NA	55-70
3. Groups of People	12	90	90	75-90	15	75	80	60-80
4. Ideas about General Topics	11	75	75	50-80	7	60	60	50-75
5. Goals of Educational Organizations	9	80	85	75-85	7	75	70	70-85
6. Ideas about Administrative Concerns	12	90	90	80-95	16	80	80	70-90
7. Ideas about Educational and Administrative Practices	15	90	85	75-95	44	75	80	45-90
Total	82	85	90	50-95	124	75	80	45-95

The final form of the Personal Values Questionnaire (Educational Administrators) containing the 82 selected concepts was printed. A copy of this instrument is included in the report as Appendix D. The last two pages of the questionnaire contain questions designed to elicit background information and job satisfaction scores from the educational administrators who were surveyed. Items 10, 11, 12 and 13 are a job satisfaction scale developed by Hoppock (1935). Responses on these personal information items were related to the data obtained on the personal values systems of the administrators. The results of these analyses are presented in the next chapter of this report.

Procedures for Reliability Assessment

The basic design for gathering reliability information was the test-retest method. The questionnaire was completed by a group of 50 people at time X and they then completed the questionnaire again at time X + T. Forty-three of the 50 persons were graduate students in a class of Methods of Educational Research taught by one of the investigators. The remainder of the group were persons with experience in administrative positions in education. It was intended to have persons working on Master's degrees in Educational Administration comprise the reliability sample. It was not possible to identify fifty such people, however. The group of people used were judged to be sufficiently similar in background, training and interest to educational administrators that reliability estimates obtained from administering the questionnaire to them would be generalizable to persons training for administration. All in the group were directly involved with education and were familiar with the educational terms used in the concepts.

Each of the persons in the reliability group was given the questionnaire and asked to complete it on their own at time X. They were not told at this time that they would be asked to complete the questionnaire again. After the first questionnaire was returned, the persons were then given another copy of the questionnaire to complete at time X + T. The average time span between X and X + T was 13 days. The data from the two administrations were analyzed with various approaches to obtain reliability estimates. The results of these analyses are presented in the following chapter.

Administration of Instrument to a Group of Educational Administrators

Educational directories of Colorado, Oklahoma, Wyoming, Nebraska, and Kansas were used for the selection of school districts and respondents in the sample. All school districts were dichotomized into those having over 10,000 student population and those having below 10,000 student population. The five-state sample included 153 school districts with over 10,000 students and 1589 districts with fewer than 10,000.

The initially desired sample consisted of six classifications with 50 subjects in each classification, yielding a total sample size of 300.

1. Superintendents, administrators, business managers and assistant superintendents in school districts over 10,000
2. Superintendents, administrators, business managers and assistant superintendents in school districts under 10,000
3. Secondary school principals in districts over 10,000
4. Secondary school principals in districts under 10,000
5. Elementary school principals in school districts over 10,000
6. Elementary school principals in school districts under 10,000

To reach the desired number of subjects in each cell it was decided to mail 80 instruments per cell. Using random sampling techniques, 80 school districts were selected for each classification and subjects were selected at random from within the school district in accordance with the respective classifications.

All questionnaires were sent with an accompanying letter describing the nature of the study and requesting the cooperation of the respondent. After three weeks, a second request and an additional questionnaire were sent out to all those who had not yet returned a completed questionnaire.

Due to a smaller percentage of returns than expected, and incomplete and incorrect data on many of the instruments, the sample size was reduced to 35 per cell, yielding a final sample size of 210. The proposal for the project indicated a commitment to at least 35 in each cell. More than 35 instruments were returned in some of the cells, but it was decided to have equal numbers in the cells to facilitate comparisons among the cells. Random selection procedures were used to arrive at the 35 subjects per cell.

The procedure of classifying school districts by size instead of schools per se by size may have restricted the range of differences between the two categories, therefore resulting in spuriously low differences between the two groups. Principals in larger districts may in actuality have been administrators of smaller schools, and vice versa.

Obviously, the group of administrators who returned the questionnaires were not a random sample of a larger defined population. One purpose of gathering the personal information in the instrument was to obtain data so that the responders could be compared with other samples of administrators. Such comparisons would allow detection of any systematic differences between the population for this study and other populations, and thus better determine the generalizability of the data from this study.

A study by Hemphill, Richards, and Peterson (1965) provided data with which the secondary principals in the present study could

be compared. Unfortunately, no recent data were found for comparisons of the elementary principals and the superintendents with other populations. The comparisons between the two secondary principal groups indicated some systematic differences and this finding would suggest that there would be systematic differences between the elementary principal and superintendent groups in this study, and the total population. Consequently, any generalization of the findings of this study to a population of administrators is risky at best.

The study by Hemphill, et al., reported data from approximately 16,000 secondary principals in the United States. The study, done in 1965, involved the mailing of some 25,000 questionnaires to what were identified as all of the secondary principals in the United States at that time.

Certain of the items in the Personal Information section of the questionnaire were comparable with items in the Hemphill study. Table Twocontains the comparisons between the two studies. The Chi squared values were obtained by using the percentages reported in the Hemphill study as a basis for obtaining expected values with which to compare the observed frequencies obtained in the present study. A problem was encountered in doing the analyses in that the categories used for the variables were not always the same. The categories for the age and the other work experience variables were the same in the two studies. The variables of years in present position, years as an administrator, and years as a classroom teacher had different intervals in the two studies. To allow comparisons, the percentages of the Hemphill study were changed by interpolation to provide an estimate of the percentage for the categories used in the present study.

The comparisons indicate that the secondary principals in the present study as a group were significantly younger and were significantly less likely to have had work experience than the large population of the Hemphill study. The comparisons on the other variables did not yield significance at the usually accepted level of .05 but there was a tendency in all of the comparisons for the observed age difference to be reflected. Thus, the group in the present study tended to have less administrative experience, less time in the present position, and less teaching experience than the Hemphill study population. It would appear from the data that those individuals who responded in the present study represent a somewhat unique population of secondary school principals.

Table Two

Comparisons between characteristics of secondary principals in present study and a larger population of secondary principals

Age	Observed Frequency	Percentage in Hemphill Study	Expected Frequency	Chi squared
20-29	3	4	2.8	16.041
30-34	15	12	8.4	
35-39	17	18	12.6	$p < .025$
40-44	16	16	11.2	
45-49	3	15	10.5	
50-54	7	15	10.5	
55-59	6	12	8.4	
Over 60	3	8	5.6	
Years in Administration				
1	3	8	5.6	5.921
2-3	13	14	9.8	
4-5	12	13	9.1	$p > .25$
6-10	20	24	16.8	
11-20	12	26	18.2	
Over 20	10	15	10.5	
Years in Present Position				
1	7	16	11.2	9.977
2-3	25	26	18.2	
4-5	14	26	18.2	$p < .10$
6-10	13	12	8.4	
11-15	3	10	7.0	
Over 15	8	10	7.0	
Years of Teaching Experience				
0-3	14	15	10.5	4.713
4-5	11	14	9.8	
6-10	25	30	21.0	$p < .25$
11-20	20	41	28.7	
Other Work Experience				
Yes	25	48	33.6	4.233
No	45	52	36.4	$p < .05$

Chapter 3

RESULTS

The first part of this chapter describes the scoring of the Personal Values Questionnaire. The results of the reliability study and the study of the educational administrators are then presented in that order.

Scoring of the PVQ

A copy of the PVQ is included as Appendix D, and the complete instructions for taking it can be seen in the copy. The PVQ contains 82 selected concepts. The respondent does two things with each concept. First he rates the importance of the concept to him on a three point scale. Second he indicates the meaning the concept has for him by ranking the concept on the four terms, right, successful, pleasant, and intellectual. A rank of one indicates that the concept is most associated in meaning with that term and a rank of four indicates that the concept is least associated in meaning with that term.

The scoring of the PVQ is based on the importance rating and the term that is given a rank of one. The terms ranked two, three, and four have been ignored in the scoring thus far, but it is expected that these responses will be studied in further work with the instrument.

For each concept, then, a tally is placed in the appropriate cell of a 3x4 response matrix. The tally indicates the importance rating assigned to the concept and the term that was assigned to the rank of one. The tallies in each of the cells are summed across the 82 concept matrices, and the cell sums are used to derive scores for the respondents.

The instrument does not yield a score in the traditional sense, but several scores can be obtained from the response matrix in the form of probabilities. The first step in scoring the instrument for a respondent is to tally each concept into the appropriate cell of the matrix according to the importance rating and the mode ranked one. The following matrix is an illustration of the response matrix for a respondent.

	Importance			
	High	Middle	Low	Total
Right 1st Ranked	38	9	0	42
Successful 1st Ranked	3	17	0	20
Pleasant 1st Ranked	2	1	2	5
Intellectual 1st Ranked	4	4	2	10
Total	47	31	4	82

Thus, this respondent had 38 concepts that were rated as of high importance and were ranked one on the right mode of orientation

The response matrix is then converted to a matrix with proportions in the cells and margins. The proportions are simply the proportion of the total number of concepts in that cell. The proportion matrix for the response matrix is shown below.

	Importance			
	High	Middle	Low	Total
Right 1st Ranked	.4634	.1098	.0	.5732
Successful 1st Ranked	.0366	.2073	.0	.2439
Pleasant 1st Ranked	.0244	.0122	.0244	.0610
Intellectual 1st Ranked	.0488	.0488	.0244	.1220
Total	.5732	.3780	.0488	1.0000

These proportions are considered as probabilities that a concept will be placed in a cell. In addition to these probabilities, several conditional probabilities can be computed such as the probability that a concept is ranked one on right given that it is high important. Although many different probabilities can be obtained from the table, only those listed below were obtained for study. The figure in parentheses is obtained from the illustrative matrix.

1. $P(Hi)$ - Probability of high importance rating (.5732)
2. $P(\overline{Hi})$ - Probability of not high importance rating (sum of middle and low importance) (.4268)
3. $P(R)$ - Probability that concept was ranked one on right mode (.5732)
4. $P(S)$ - Same as three on success mode (.2439)
5. $P(P)$ - Same as three on pleasant mode (.0610)
6. $P(I)$ - Same as three on intellectual mode (.1220)
7. $P(R \cap Hi)$ - Probability that concept was given a high importance rating and rank of one on right mode (.4634)
8. $P(S \cap Hi)$ - Same as seven on success mode (.0366)
9. $P(P \cap Hi)$ - Same as seven on pleasant mode (.0244)
10. $P(I \cap Hi)$ - Same as seven on intellectual mode (.0488)
11. $P(R/Hi)$ - Probability that concept was ranked one on right given a rating of high importance (.8085)
12. $P(S/Hi)$ - Same as eleven on success mode (.0638)
13. $P(P/Hi)$ - Same as eleven on pleasant mode (.0426)
14. $P(I/Hi)$ - Same as eleven on intellectual mode (.0851)
15. $P(R/\overline{Hi})$ - Probability that concept was ranked one on right given a rating of not high importance (.2571)
16. $P(S/\overline{Hi})$ - Same as fifteen on success mode (.4857)
17. $P(P/\overline{Hi})$ - Same as fifteen on pleasant mode (.0857)
18. $P(I/\overline{Hi})$ - Same as fifteen on intellectual mode (.1714)

Certain of these probabilities are then used to classify a person into a Primary Orientation (PO) group. An individual's primary orientation would presumably indicate the operative values that would be of primary importance in determining behavior. The rationale for this classification scheme is that if an individual assigns to concepts high importance ratings and ranks of one predominantly in one of the modes and not high importance ratings with ranks of one to the other three modes, then that mode with the predominant high importance rating is the one of most influence in determining behavior. Following England's previous work, the Primary Orientation groups were defined as as follows: Ethical-Moral mode of valuation by predominant placement of highly important rated concepts in Right category; Pragmatic mode of valuation by predominant placement into the Success category; Affect mode of valuation by predominant placement into the Pleasant category; and Rationalistic or Academic mode of valuation by predominant placement into the Intellectual category. A mixed mode was also required to accommodate those individuals who could not be classified into a Primary Orientation group by the decision rule used for this purpose.

The decision rule used for classifying individuals into the Primary Orientation group was:

1. Select the highest of the following probabilities: P(R/Hi), P(S/Hi), P(P/Hi), P(I/Hi)
2. Classify as
   a. Ethical Moralist if $P(R/Hi) > P(R/\overline{Hi})$
   b. Pragmatist if $P(S/Hi) > P(S/\overline{Hi})$
   c. Affective if $P(P/Hi) > P(P/\overline{Hi})$
   d. Rationalist if $P(I/Hi) > P(I/\overline{Hi})$
3. Classify as mixed if either conditions one or two is not satisfied.

Summarizing the scoring procedures then, each person received 18 probability scores obtained from his response matrix and a Primary Orientation classification based on certain of the probability scores. These scores are the primary data used in analyzing the results of the study.

Estimates of Reliability

Estimates of the reliability of the Personal Values Questionnaire were obtained by administering the instrument twice on a test-retest basis to a group of fifty persons at Colorado State University. Forty-three of the individuals were graduate students in the education and vocational education departments, and the remaining seven individuals were in educational administrative positions at the university.

The instruments were administered by having the subjects complete it twice at their convenience. They completed the instruments under conditions similar to those for the administrator group. The average time between the administration of the test and retest was 13 days.

The data from the reliability group were analyzed in various ways in order to not only better estimate the reliability of the instrument but also to obtain information that might be useful in refining the instrument to increase its reliability.

The probability scores were obtained for each administration of the instrument. Table Three contains the correlations between test and retest for each of the probability score.

Table Three

Pearson r's between test-retest probability scores
(N = 50)

P(R) .680	P(R∧Hi) .703	P(P/Hi) .662
P(S) .844	P(S∧Hi) .830	P(I/Hi) .575
P(P) .480	P(P∧Hi) .738	P(R/$\overline{Hi}$) .666
P(I) .338	P(I∧Hi) .616	P(S/$\overline{Hi}$) .795
P(Hi) .666	P(R/Hi) .708	P(P/$\overline{Hi}$) .829
P($\overline{Hi}$) .669	P(S/Hi) .851	P(I/$\overline{Hi}$) .536

(All correlations except P(I) significant at .01 level.)

The average correlation of Table Three obtained with the Z transformation is .70. Thus this analysis indicates a moderate degree of stability of the probability scores. There are some rather obvious differences, however, in the stability of the individual probabilities. Whereas the correlations associated with the Success mode tend to be quite high, those associated with the Intellectual mode are quite low. The correlations associated with the Right and Pleasant modes tend to be moderately high. Furthermore, the stability of the importance ratings is also reflected by a moderately high correlation. It would appear that the subjects were quite consistent in how they rated and ranked concepts associated with the Success mode or orientation, but were more inconsistent in their rating and ranking of concepts in the other modes.

The subjects in the reliability group were classified into Primary Orientation groups on each administration of the instrument. The decision rule defined earlier in this chapter was used to classify subjects. The extent to which the subjects were consistently classified into Primary Orientation groups from test to retest provided another estimate of reliability. Table Four contains the results of this analysis.

The data in Table Four are derived from the probability scores and are thus related to the data in Table One. Consequently, the data in Table Four reflect a similar degree of moderate reliability or consistency. Although the consistency of classification was significantly better than chance ($p < .01$ on change vs. no change), the inconsistency is still somewhat greater than would be desired for confidence in classification. It should be pointed out that much of the instability was due to the "mixed" classification category, and there was little change from one primary mode to another. Consequently, further work on the instrument and/or the decision rule for classifying could be expected to improve the consistency of classification with the instrument.

Table Four

Stability of PO grouping from test to retest

Test	Ethical Moralist	Pragmatist	Affective	Rationalist	Mixed	Total
Ethical Moralist (R)	23	1		1	2	27
Pragmatist (S)		8			4	12
Affective (P)			0			0
Rationalist (I)				2	1	3
Mixed	2	5			1	8
Total	25	14	0	3	8	50

Correlations were computed between the probability scores within the consistent and inconsistent PO groups. These correlations did not seem to reveal any additional information, however, and have not been included in this report.

The last analysis of the data of the reliability group consisted of examining the consistency of each person's ratings and rankings across the concepts and the consistency of each concept's ratings and rankings across persons. Table Five contains the relevant data of this analysis.

The data in Table Five reflect the moderate consistency of the instrument observed in the other analyses. The analysis of the concepts by persons indicates that typically 59 concepts were rated the same on importance from test to retest. Thus, slightly more than one-fourth of the 82 concepts were typically given different importance ratings from test to retest. Furthermore, that mode given a rank of one on the test was also typically ranked one on 45 of the 82 concepts on the retest. Typically, five of the concepts changed from rank one on a mode on the test to a rank of four on the retest.

The data on persons by concepts reveal that typically 35 of the 50 persons gave a concept the same importance rating from test to retest. Thus, 30% of the people typically changed their importance rating on a concept. Also, typically 28 of the 50 persons were consistent in the mode to which the rank of one was assigned on each concept, and three persons typically changed their rank of one to a rank of four on each concept from test to retest.

The data in Table Five suggest that the ranking response contributed somewhat more to the inconsistency than the rating response. This might be because there were four categories on this response while there were only three categories on the importance rating, or it might be that the ranking task is more difficult than the rating task. England's reliability data on the PVQ for managers was considerably more favorable than these data. One reason may be that the

instrument for managers included only three modes for ranking. Inclusion of the intellectual mode in the PVQ for educational administrators may have had an adverse effect on its reliability.

Table Five

Medians and ranges on change and no change of ratings and rankings by persons and by concepts*

	Median	Range	$Q_1 - Q_3$
By Persons	(Values are numbers of concepts)		
No change in importance rating	59	35-76	54-64
Ranks one to one, test to retest	45	25-70	37-51
Ranks one to two, test to retest	19	6-41	15-24
Ranks one to three, test to retest	11	3-20	7-13
Ranks one to four, test to retest	5	0-17	2-9
By Concepts	(Values are numbers of persons)		
No change in importance rating	35	28-48	33-38
Ranks one to one, test to retest	28	19-37	24-31
Ranks one to two, test to retest	12	5-19	9-14
Ranks one to three, test to retest	6	1-13	5-8
Ranks one to four, test to retest	3	0-11	2-5

*Data are rounded to nearest integer.

In summary, the data in the reliability phase of the study indicate that the PVQ for educational administrators is moderately reliable. Further refinement of the instrument in order to increase its reliability seems essential before it is used in any extensive research or applied situation. It should be recognized, however, that the reliability of the PVQ probably compares favorably with many other values measures.

Administrator Study

The presentation of the results from the educational administration will contain first a discussion of the value orientations of this group as determined by the PVQ after England's rationale. The second part of this section contains data on the validity of the instrument as reflected by its discrimination power and by its relationship with other variables.

Table Six contains data on the number of administrators who used a particular cell most often, while the data in Table Seven are the numbers of concepts that were most often placed in a cell.

Table Six

Number of persons per cell who chose cell most often.

	Supts. under 10,000			Supts. over 10,000		
	High Importance	Average Importance	Low Importance	High Importance	Average Importance	Low Importance
Right 1st Ranked	23	0	0	18	1	0
Successful 1st Ranked	5	2	0	6	4	0
Pleasant 1st Ranked	0	1	0	0	1	0
Intellectual 1st Ranked	3	1	0	5	0	0
	Secondary principals under 10,000			Secondary principals over 10,000		
Right 1st Ranked	19	2	0	13	1	0
Successful 1st Ranked	6	4	0	5	6	0
Pleasant 1st Ranked	0	1	0	0	2	0
Intellectual 1st Ranked	2	1	0	5	3	0
	Elem. principals under 10,000			Elem. principals over 10,000		
Right 1st Ranked	16	0	0	15	2	0
Successful 1st Ranked	7	2	0	8	7	0
Pleasant 1st Ranked	0	0	0	0	0	0
Intellectual 1st Ranked	8	2	0	2	1	0

	Total Group		
Right 1st Ranked	104	6	0
Successful 1st Ranked	37	25	0
Pleasant 1st Ranked	0	5	0
Intellectual 1st Ranked	25	8	0

Table Seven

Distribution of concepts by cell in which most persons placed them.

	Supts. under 10,000			Supts. over 10,000		
	High Importance	Average Importance	Low Importance	High Importance	Average Importance	Low Importance
Right 1st Ranked	37	5	0	33	7	0
Successful 1st Ranked	17	9	0	16	3	2
Pleasant 1st Ranked	1	5	0	0	4	0
Intellectual 1st Ranked	2	3	3	6	9	2
	Secondary principals under 10,000			Secondary principals over 10,000		
Right 1st Ranked	29	8	0	24	7	0
Successful 1st Ranked	16	8	0	19	7	1
Pleasant 1st Ranked	3	6	1	1	6	0
Intellectual 1st Ranked	4	6	1	6	10	1
	Elem. principals under 10,000			Elem. principals over 10,000		
Right 1st Ranked	36	5	1	23	9	0
Successful 1st Ranked	13	5	0	17	9	0
Pleasant 1st Ranked	1	2	0	4	4	1
Intellectual 1st Ranked	8	10	1	8	6	1

	Total Group		
Right 1st Ranked	29	5	0
Successful 1st Ranked	18	8	1
Pleasant 1st Ranked	2	4	0
Intellectual 1st Ranked	6	8	1

The data in Tables Six and Seven indicate that the educational administrators as a group have an ethical-moralistic primary orientation and a pragmatic secondary orientation. This was also the case in each of the subgroups. In England's study of managers, it was found that the managers' primary orientation was pragmatic and the secondary orientation was ethical-moralistic. The difference in orientation between managers and educational administrators seems intuitively reasonable.

The task of the administrator is very much related to ethical-moral considerations while managers' tasks or concerns are typically regarded as directed at getting a job done.

Any comparisons between the managers and the administrators is risky, however, because the instruments differed. It may be that the 66 concepts included in the managerial instrument were generally more success loaded and the 82 concepts in the administrator instrument more right oriented.

Twenty-three of the concepts were common to both instruments. A comparison between the two groups on these concepts was made. The comparison was confounded somewhat by the fact that the administrator instrument contained the Intellectual mode while the manager instrument contained only the other three modes. Of the 23 concepts, 14 were placed predominantly in the same cell by both groups, 18 had the same predominant ranking, and 17 had the same predominant importance rating. Only two of the concepts were placed predominantly in completely different cells by the two groups. These results suggest that the difference in orientation between the managerial and the administrator groups might very well be a function of the different concepts included in the two instruments. Administration of the two instruments to samples from the other groups would seem to be a necessary next step with both instruments.

The subgroups of administrators were compared on the basis of the data in Tables Six and Seven. Chi squared tests were made across the groups on the high importance versus average and low importance ratings and on Right versus Successful versus Pleasant and Intellectual first rankings. The only comparison that approached significance was the importance comparison on Table Six. A Chi squared value of 9.20 was obtained in this comparison which is significant at the .10 level with five degrees of freedom. There was a tendency of secondary principals and elementary principals in larger districts to assign fewer concepts a high importance rating than in the other groups. The meaning of this difference, if it is real, is difficult to rationalize, however.

Table Eight is a presentation of the concepts as they were placed predominantly in the cells by the total group. Following England's rationale, the 29 concepts in the high importance-Right cell would be considered the operative values of the administrator. These concepts should influence the behavior of the administrator more than any of the other concepts. The placement of some concepts is quite revealing especially in terms of the importance rating. The average importance rating of both the U. S. Office of Education and the State Department of Education was not expected. Perhaps this reveals the traditionally strong emphasis on local control of schools in the states from which the administrators were drawn. The recent trend toward teacher militancy might have led to a prediction that the concepts of collective negotiation, professional organization, teacher unions, and

Table Eight

Placement of concepts by total group

	High		Middle	Low
RIGHT	Self-Discipline	Citizenship	State Department of Education	
	Fairness	Optimization of Student Potential	Caution	
	Integrity	Legal Responsibility	Conservatism	
	Judgment	Finance	Compromise	
	Dignity	School Board Policy	Collective Negotiation	
	School Board	Community Needs		
	Parents	Professionalism		
	Change	Student Needs		
	Authority	Federal Aid to Education		
	Equality	State Aid to Education		
	Consistency	Delegation of Authority		
	Rationality	Individualized Instruction		
	Equal Educational Opportunity	Facilities		
	Teacher & Staff Welfare	Vocational Education		
	Student Welfare			
SUCCESSFUL	Decisiveness	Institutional Efficiency	Ability	Teacher Unions
	Competency	Business Management	Flexibility	
	Initiative	Administrative Leadership	Influence	
	Cooperation	Staff Relations	Income	
	Emotional Stability	Faculty Planning	Property	
	Success	Public Relations	Program Articulation	
	Achievement	Comprehensive High School	Organizational Stability	
	Administrative Staff	Program Evaluation	Community Growth	
	Myself			
	Principals			
PLEASANT	Job Satisfaction		Individuality	
	Student Body		Leisure	
			Security	
			Prestige	
INTELLECTUAL	Faculty		Objectivity	Sanctions & Strikes
	Superintendents		Creativity	
	Academic Skills		U.S.O.E.	
	Teacher Evaluation		Professional Organization	
	Curriculum		Conflict	
	In-Service Education		Liberalism	
			Educational Research	
			Resource Centers	

sanctions and strikes would have been rated more highly on the importance scale than they were. The oft lamented gap between the educational researcher and the administrator is perhaps illustrated by the average importance rating assigned educational research.

Some difficulty was felt in interpreting Table Eight with England's interpretation. It seemed that all of the concepts with the high importance rating have important behavioral implications for the administrator. Following England's rationale, those concepts in the high importance-Successful, Pleasant, and Intellectual cells would be labeled "Intended Values--Socio-culturally Induced." This category was defined as one where the concepts are considered important but do not fit with or are not relevant to one's organizational experience. Such an interpretation does not seem to fit many of the concepts in the cells. It may be possible, at least with the concepts in the administrator PVQ, that the importance rating is the determiner of the behavioral relevance of the concept, and that the mode of orientation has little predictive power for behavior. Empirical studies with both instruments will need to be done to resolve this issue. England has data on 70 managers using the manager PVQ that the relationship between PVQ scores and in-basket test scores is higher within Orientation groups than across them. Such data support the position that the importance rating and the mode ranking together provide better prediction of behavior than either one alone.*

The subgroups of administrators were compared on each of the concepts with respect to the importance ratings and rankings of one on orientation mode. Of the 164 Chi squared values computed, eight were significant at the .05 level. This is about what would be expected by chance, and the reasonable conclusion must be that the subgroups were in general agreement in their ratings and rankings of the concepts.

The concepts on which there were significant differences are as follows:

1. School Board - The superintendents rated this group significantly higher on the importance scale than the principals. Also, the superintendents and small school principals were more likely to assign a one to the success or intellectual mode than large school principals.
2. Authority - Small school superintendents and principals rated this concept higher on importance than the large school administrators.
3. Teacher and Staff Welfare - Small school elementary principals differed from the other groups in that they were much less likely to assign this concept a rank of one in the right mode and used the successful and pleasant modes more often.
4. Optimization of Student Potential - Secondary school principals rated the importance of this concept lower than superintendents and elementary school principals.

*Personal communication, 1969.

5. Business Management - The small school administrators rated this concept higher on importance than the large school administrators.

6. Facilities - The principals rated this concept higher on importance than the superintendents.

7. Comprehensive High School - The large school administrators (especially superintendents and secondary principals) gave a higher importance rating to this concept than the small school administrators.

Validity Estimation

The probability scores were obtained for each person, and the decision rule was used to classify the subjects into Primary Orientation groups. Table Nine contains the data from this analysis.

Table Nine

Primary orientation by administrative groups.

	Ethical-Moralist	Pragmatist	Affective	Rationalist	Mixed
Supt. under 10,000	20	4	0	2	9
Supt. over 10,000	17	7	0	1	10
Sec. prin. under 10,000	20	8	0	3	4
Sec. prin. over 10,000	15	5	1	5	9
Elem. prin. under 10,000	16	7	0	4	8
Elem. prin. over 10,000	15	8	0	3	9
Total	103	39	1	18	49

Analysis of the data in Table Nine with the Chi squared technique indicated no significant difference among the subgroups in their Primary O Orientation. The Chi squared analysis used three classifications across the PO variable, Ethical-Moralist, Pragmatist, and Other.

Some other comparisons were made on Primary Orientation by classifying the subjects on the basis of their responses on the Personal Information part of the questionnaire. Individuals with coaching experience were compared with those with no coaching experience; majors in academic areas were compared with majors in professional areas; and subjects with work experience outside education were compared with those with no work experience. Table Ten contains the data for these comparisons.

Table Ten

Primary orientation by selected personal characteristics

	Ethical Moralist	Pragmatist	Affective	Rationalist	Mixed
Coaching	50	20	1	10	24
No Coaching	52	18	0	8	27
Academic major	50	19	1	10	25
Professional major	52	19	0	8	26
Work experience	36	11	0	8	15
No work experience	68	27	1	10	34

The data in Table Ten indicate that Primary Orientation classification is not related to the three personal characteristic variables on which the subjects were classified.

The obtained probability scores were correlated with those items in the personal information part of the questionnaire that yielded scores on a continuum. The correlations are presented in Table Eleven.

Table Eleven

Correlation between probability scores and personal characteristics

	Present Position	Time in School Administration	Teacher	Age	Income	Job Satisfaction
P(R Hi)	.029	.168*	-.067	.264**	.023	.146*
P(S Hi)	-.148*	-.097	-.003	-.113	-.013	.066
P(P Hi)	-.139*	-.119	-.042	-.170*	.061	-.071
P(I Hi)	-.074	-.058	.036	-.011	-.049	.077
P(Hi)	-.181**	-.019	-.041	.058	-.006	.185**
P(R)	.058	.119	-.037	.178*	-.069	.032
P(S)	-.072	-.077	.014	-.118	.025	-.007
P(P)	-.064	-.099	-.039	-.137	.041	-.111
P(I)	.056	.019	.042	.019	.021	.040
P(R/Hi)	.147*	.205**	-.022	.260**	.012	.051
P(S/Hi)	-.091	-.099	-.002	-.144*	.008	-.016
P(P/Hi)	-.101	-.126	-.062	-.218**	.053	-.148*
P(I/Hi)	-.016	-.065	.062	-.031	-.059	.033
P(R/$\overline{Hi}$)	-.028	-.047	.002	-.018	-.187**	-.075
P(S/$\overline{Hi}$)	-.038	-.028	.023	-.047	.031	.011
P(P/$\overline{Hi}$)	-.043	-.060	-.038	-.037	.030	.015
P(I/$\overline{Hi}$)	.101	.120	.001	.095	.125	.048
P($\overline{Hi}$)	.181**	.019	.041	-.059	.006	-.185**

*r of .138 significant at .05 level
**r of .181 significant at .01 level

The correlations in Table Eleven are consistently low. Although some of the correlations are large enough to be considered statistically significant, their magnitude is still very small. The safest conclusion seems to be that the probability scores on the PVQ have little or no relationship with these personal characteristics.

In summary, the validity data were not encouraging. The scores and classifications obtained on the PVQ for educational administrators had little or no relationship with or discriminatory power on a number of personal characteristics. Homogeneity in the administrative group was very likely a factor contributing to the low relationships, and minimal discriminating power. Further work on validity of the instrument should employ samples that would maximize the likelihood of observing relationships. England has reported that the manager PVQ scores do not correlate well with personal history variables, but do tend to correlate with behavior as measured by in-basket techniques.* This would suggest that predictive validity studies with the administrator PVQ would be more productive than concurrent validity studies such as reported here.

*Personal communication, 1969.

Chapter 4

SUMMARY AND CONCLUSIONS

An instrument for measuring the value orientation of educational administrators was constructed following the model developed by England for measuring the value orientation of managers. A reliability study of the instrument was conducted by administering the Personal Values Questionnaire on a test-retest basis to 43 graduate students in education and seven educational administrators at Colorado State University. The results indicated that the reliability of the PVQ is not as high as desired and further refinement is needed to increase reliability.

The PVQ was administered tc a sample of 210 educational administrators. The results were used to describe the value orientation of the administrators as well as for an examination of the validity of the instrument.

Following England's interpretive procedures, the educational administrators were found to have a primary value orientation as ethical-moralists and a secondary orientation as pragmatists. England's work with managers indicated a reversal of these orientations in this group. According to this interpretation, it would be expected that the primary determiner of administrators' behavior is the ethical question, that is, "Is it the right thing to do?" The secondary determiner is the pragmatic question, "Will it do the job?" There was some indication, however, that the orientation might have been a function of the concepts used in the instrument, and that a different sample of concepts might yield a different primary value orientation.

The validity data were not encouraging in that the scores and classifications of the PVQ had little or no relationship with or discriminatory power on a number of personal characteristic variables. The low relationships were likely caused in part by the homogeneity of the administrator group.

The Personal Values Questionnaire for educational administrators needs further study and refinement before it should be used for research or an an applied device such as for selection. Several questions were raised by the results of this study which need to be examined. The following list contains some of the questions:

1. To what extent is the Primary Orientation score a function of the particular concept sample used?
2. Are the orientation mode categories sufficiently clear and meaningful?
3. How many orientation mode categories are needed?
4. Does the ranking procedure have an adverse effect on reliability?
5. Do concepts in the predominant cell have greater behavioral relevance than other concepts given a high importance rating?
6. Does the PVQ for educational administrators relate to other variables in a meaningful way?
7. What forms of behavior are related to individual differences in personal value system scores?

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Appendix A

INSTRUCTIONS TO JUDGING PANEL

The following list includes concepts or terms that may or may not have relevance for the school administrator because of his position as a school administrator. The list has been established as a pool of terms from which we will select the most relevant for use in an inventory designed to measure the value system of administrators. Our first step in refining the list is to have a panel of persons with administrative experience judge the relevancy or concern of each term to the administrator. Relevancy should be considered in such terms as importance of the concept to an administrator's work, time spent on the item, and how much of a problem it presents. You are one person on this panel.

For each term there is a 100 point scale from 0-100, divided into 10 equal segments. Read each term or concept and then judge its relevancy to the administrator. Indicate your judgment by marking at an appropriate point on the scale using the following rules:

a. If you judge the term to be of little relevancy or concern, your mark should be some place in the segments with the lower numbers. Absolutely no relevancy would yield a mark at the zero point.

b. If you judge the term to be of high relevancy or concern, your mark should be some place in the segments with the higher numbers. Highest relevancy would yield a mark at the 100 point.

c. If you judge the term to be of medium relevancy or concern, your mark should be some place in the middle segments. An average amount of relevancy would yield a mark at the 50 point.

Generally one's first impression on a task such as this is most reliable.

EXAMPLE:

__Monetary System

		X								
0	10	20	30	40	50	60	70	80	90	100

The X marked at a point between 10 and 20 indicates that this term was judged to be of low relevancy or concern to the school administrator.

__Educational policy

									X	
0	10	20	30	40	50	60	70	80	90	100

The X marked at a point between 90 and 100 indicates that this term was judged to be of high relevancy or concern to the school administrator.

Place an X on the line at the left side of the word if the term is so ambiguous that you cannot judge its relevancy.

When you have completed the task of judging we would appreciate your reading through the list of terms again. As you read through the list, write down the numbers of terms that you consider to be highly redundant with each other. Be sure to write these numbers in a manner that we can identify which terms you consider to be redundant with each other. For example, if you think term 20 and term 88 are redundant, then you might write those two numbers on the same line, 20-88.

If you think of relevant terms or concepts that have not been included but should be, please write these terms on the sheet provided.

Educational and Administrative Practices

Ability Grouping	80
Adult Education	80
Arbitration	75
Carnegie Unit	45
Class Size	65
Collective Negotiation*	75
College Preparatory Curriculum	75
Comprehensive High School*	85
Curriculum*	95
Delegation of Authority*	95
Departmentalization	75
Discipline	80
Educational Parks	70
Educational Television	75
Enrichment Programs	80
Experimentation	80
Extra-Class Activities	75
Facilities*	85
Faculty Planning*	90
Flexible Scheduling	80
Grading	70
Guidance and Counseling	80
Independent Study	75
Individualized Instruction*	85
Innovation	70
In-Service Education*	90
Instructional Media	80
Junior Colleges	70
Junior High Schools	80
Learning Theories	75
Merit Pay	80
Methods, Teaching	80
Middle Schools	55
Neighborhood Schools	60
Non-Graded Classes	75
Nursery Schools	50

Educational and Administrative Practices (cont.)

Planned Program Budgeting System	80
Program Evaluation*	90
Programmed Instruction	65
Public Relations*	95
Remedial Instruction	75
Resource Centers*	85
Salary Schedules	80
Sanctions and Strikes*	75
Segregation	75
Self-Contained Classroom	60
Special Education	80
Staff Relations*	95
Standardized Tests	70
Teacher Certification	90
Teacher Evaluation*	90
Teacher Placement	70
Teacher Training	75
Teacher-Pupil Ratio	75
Team Teaching	80
Tenure	65
Tuition	50
Twelve-Month School Year	70
Vocational Education*	85

Ideas--People

Ability*	90
Administrative Experience	70
Aggressiveness	70
Ambition	80
Authoritarianism	60
Character	75
Comparison	60
Competence*	90
Confidence	90
Conformity	50
Consideration	80
Cooperation*	90
Courage	85
Courtesy	85
Curiosity	75
Decisiveness*	90
Deference	50
Dominance	50
Effort	85
Emotional Stability*	90
Enthusiasm	90
Fairness*	90
Flexibility*	90
Friendliness	85
Honesty	95
Honor	80

Ideas--People (cont.)

Humor	80
Initiative*	90
Integrity*	90
Intelligence	85
Judgment*	90
Knowledge	85
Loyalty	80
Morality	85
Obedience	60
Objectivity*	80
Patience	85
Perseverance	85
Prejudice	50
Self Discipline*	90
Skill	80
Tolerance	75
Trust	80

Administrative Concerns

Administration-Board Relations	85
Administrative Leadership*	90
Assessed Valuation	75
Bond Elections	80
Building Design	80
Business Management*	85
Community Educational Level	70
Community Growth*	85
Community Needs*	90
Cultural Differences	80
Educational Research*	80
Faculty Turnover	80
Finance*	85
Legal Responsibility*	90
Legislation	80
Local Govermental Control	70
Parent-Teacher Relations	80
Professionalism*	85
Pupil-Staff Relations	80
School Board Publicity*	95
School District Reorganization	70
School Law	90
School Policy	90
School Size	75
Student Needs*	95
Teacher Supply and Demand	80

Ideas--General

Authority*	80
Automation	60
Caution*	70
Change*	80
Competitionn	65
Compromise*	75
Conflict*	70
Consensus	70
Conservatism*	50
Consistency*	80
Emotion	75
Equality*	75
Federal Aid to Education*	90
Force	60
Liberalism*	60
Property*	70
Rational*	75
Religion	50
Risk	60
State Aid to Education*	90

Educational Organization Goals

Academic Skills*	75
Citizenship*	75
Critical Thinking	80
Cultural Transmission	70
Equal Educational Opportunity*	85
Individual Differences	85
Institutional Efficiency*	85
Optimization of Student Potential*	80
Organizational Stability*	80
Program Articulation*	85
Public Image	80
Reading Skills	75
School Spirit	70
Social Competency	70
Student Welfare*	80
Teacher and Staff Welfare*	85

Personal Goals

Achievement*	80
Autonomy	60
Creativity*	85
Dignity*	75
Income*	80
Individuality*	85
Influence*	80
Job Satisfaction*	90

Personal Goals (cont.)

Leisure*	70
Pleasure	70
Power	55
Prestige*	70
Security*	70
Status	60
Success*	85

Groups of People

Accreditation Agencies	80
Administrative Staff*	90
Administrators	85
Citizens' Committees	75
Community Leaders	80
Consultants	80
Culturally Disadvantaged	75
Delinquents	70
Dropouts	75
Faculty*	90
Gifted Students	75
My School	80
Myself*	85
Non-Teaching Staff	80
Parents*	80
Political Parties	65
Pressure Groups	80
Principals*	90
Professional Organization*	85
PTA	60
School Board*	90
State Department of Education*	90
Student Body*	90
Superintendents*	90
Teacher Aides	75
Teacher Unions*	75
U. S. Office of Education*	75

*Selected Concepts

Appendix B

PERSONAL VALUES QUESTIONNAIRE

This questionnaire is one stage in a research study of personal values. The ultimate aim of the study is to find out how public school administrators look at a wide range of topics. These topics are about People, Groups of People, Personal Goals, Organizational Goals, Educational and Administrative Practices, Administrative Concerns, and General Ideas.

You will be asked to judge the degree to which each topic is: (1) Important, (2) Pleasant, (3) Right, (4) Successful, and (5) Intellectual. In completing this questionnaire, please make your judgments on the basis of what these topics mean to you as an individual.

Under no circumstances will your individual responses be made available to anyone except the research workers. The data we are attempting to gather are for use only in our research project on personal values.

In advance we wish to thank you for your participation in this study. It is through cooperation in studies such as this that we all advance our understanding of human behavior.

INSTRUCTIONS

Rate how important a topic is to you by placing an "X" on the appropriate line: the left line signifies high importance; the middle line, average importance; and the right line, low importance.

Then specify which of the four descriptions (successful, pleasant, right, intellectual) best indicates the Meaning of the topic to you; indicate your choice by placing the number "1" on the line next to it. Then indicate which description least indicates the topic's Meaning to you by writing the number "4" in the space provided. Finally, complete the ranking by placing the numbers "2" and "3" next to the appropriate descriptions. Complete all topics in this manner, and check to see that the four descriptions for each topic have been ranked in the manner instructed.

EXAMPLES:

As an example, take the topic PATRIOTISM. If you felt that it is of average importance, you would make a check mark in the Middle box as indicated. If you felt that of the four descriptions (pleasant, right, successful, and intellectual), "right" best indicates what the topic means to you, you would write the number "1" next to "right." If the description "successful" least indicates what the topic means to you, then you would write the number "4" next to "successful," as shown in the sample below. Then you would place the numbers "2" and "3"--as appropriate--next to the remaining descriptions, in this case, "pleasant" and "intellectual."

For some topics you may feel that none of the descriptions apply. For example, you may feel that for the topic DISHONESTY, neither "pleasant," "right," "successful," or "intellectual" indicates the meaning to you. If you have this trouble, you may begin by deciding which description least indicates the topic's meaning to you. For example, for the topic DISHONESTY, if you felt that"right" least indicates the topic's meaning to you, you would write the number "4" next to "right," and son on, for the remaining descriptions as shown in the sample.

PATRIOTISM

Hi___ _X_ ___Lo

_2_ Pleasant _4_ Successful

_1_ Right _3_ Intellectual

DISHONESTY

Hi___ ___ ___Lo

_1_ Pleasant _3_ Successful

_4_ Right _2_ Intellectual

APPENDIX C

Response Distribution by Concept

on Tryout Forms A and B

Ability

	P	R	S	I
H	1	1	20	10
M	3	1	11	1
L	0	0	0	0

Aggressiveness

	P	R	S	I
H	1	1	6	0
M	2	2	25	7
L	0	0	2	1

Authoritarianism

	P	R	S	I
H	1	1	1	0
M	4	7	12	2
L	3	1	10	S

Compassion

	P	R	S	I
H	1	1	0	2
M	5	8	10	12
L	1	2	0	3

Confidence

	P	R	S	I
H	6	8	30	4
M	1	0	0	0
L	0	0	0	0

Consideration

	P	R	S	I
H	11	25	7	3
M	1	2	1	0
L	0	0	0	0

Courage

	P	R	S	I
H	6	10	17	2
M	5	5	3	0
L	0	0	0	0

Curiosity

	P	R	S	I
H	5	4	9	10
M	2	3	3	9
L	1	0	0	0

Deference

	P	R	S	I
H	2	5	0	0
M	3	12	7	8
L	2	1	0	2

Effort

	P	R	S	I
H	3	7	28	6
M	0	1	3	0
L	0	0	0	0

Enthusiasm

	P	R	S	I
H	8	4	23	5
M	1	0	2	0
L	0	0	0	0

Flexibility

	P	R	S	I
H	0	5	21	5
M	0	1	7	6
L	0	0	0	0

Honesty

	P	R	S	I
H	0	31	8	3
M	0	1	2	0
L	0	0	0	0

Humor

	P	R	S	I
H	19	1	2	5
M	11	1	4	1
L	0	0	0	0

Integrity

	P	R	S	I
H	2	26	5	7
M	1	1	2	1
L	0	0	0	0

Judgment

	P	R	S	I
H	3	6	15	8
M	1	3	2	6
L	0	0	1	0

Loyalty

	P	R	S	I
H	3	23	4	3
M	2	5	3	1
L	0	0	0	0

Obedience

	P	R	S	I
H	3	10	3	2
M	2	12	9	2
L	1	1	0	2

	P	R	S	I
H	6	12	7	3
M	8	1	5	0
L	0	2	2	0

Patience

	P	R	S	I
H	1	2	0	4
M	1	3	4	7
L	5	6	4	7

Prejudice

	P	R	S	I
H	1	3	19	3
M	2	3	13	2
L	0	0	0	0

Skill

	P	R	S	I
H	5	21	10	4
M	0	4	2	1
L	0	0	0	0

Trust

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

GROUPS OF PEOPLE

	P	R	S	I
Administrative Staff				
H	5	5	13	6
M	1	6	9	3
L	0	0	0	0
Citizens Committee				
H	0	1	4	2
M	3	15	11	3
L	2	2	1	3
Consultants				
H	0	1	4	7
M	3	7	9	11
L	1	0	3	2
Delinquents				
H	2	4	2	7
M	4	3	3	2
L	4	4	2	3
Faculty				
H	8	3	14	11
M	4	3	4	1
L	0	0	0	0
My School				
H	14	1	15	3
M	2	0	9	2
L	1	0	0	1
Non-Teaching Staff				
H	18	2	7	1
M	11	4	7	1
L	1	1	0	0
Political Parties				
H	0	3	2	3
M	5	8	6	8
L	2	2	5	4
Principals				
H	9	3	9	9
M	2	4	9	1
L	1	0	0	1
PTA				
H	0	0	1	0
M	4	7	7	2
L	8	5	7	4
State Department of Education				
H	0	5	6	6
M	0	8	10	5
L	1	3	2	5
Superintendents				
H	0	4	14	4
M	3	7	8	4
L	0	1	2	1
Teacher Unions*				
H	0	5	6	0
M	1	9	13	7
L	6	5	16	22
H				
M				
L				
H				
M				
L				
H				
M				
L				

*Responded to on both forms.

PERSONAL GOALS

Achievement

	P	R	S	I
H	2	5	26	8
M	1	1	2	1
L	0	0	0	0

Creativity

	P	R	S	I
H	4	4	12	5
M	7	3	4	5
L	1	1	0	1

Income

	P	R	S	I
H	11	3	5	1
M	7	6	12	0
L	1	0	0	0

Influence

	P	R	S	I
H	1	1	11	1
M	5	7	13	6
L	1	0	0	0

Leisure

	P	R	S	I
H	21	4	3	1
M	10	4	3	1
L	0	0	0	0

Power

	P	R	S	I
H	1	0	5	1
M	4	5	16	2
L	3	1	6	2

Security

	P	R	S	I
H	11	9	11	0
M	8	4	1	0
L	0	0	1	0

Success

	P	R	S	I
H	11	4	21	2
M	2	0	6	0
L	0	0	0	0

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

GOALS OF EDUCATIONAL ORGANIZATIONS

	P	R	S	I
H	0	2	9	11
M	1	1	12	5
L	0	0	0	0

Academic Skills

	P	R	S	I
H	0	4	12	18
M	0	0	5	8
L	0	0	1	0

Critical Thinking

	P	R	S	I
H	2	26	10	2
M	0	5	4	1
L	0	0	0	0

Equal Educational Opportunity

	P	R	S	I
H	0	9	14	4
M	2	6	10	1
L	0	1	0	0

Institutional Efficiency

	P	R	S	I
H	1	5	14	2
M	4	3	12	1
L	0	2	0	2

Organizational Stability

	P	R	S	I
H	6	2	7	1
M	9	4	13	3
L	1	0	0	1

Public Image

	P	R	S	I
H	9	6	10	1
M	10	5	4	1
L	0	0	0	0

School Spirit

	P	R	S	I
H	3	20	9	1
M	1	10	2	0
L	0	1	0	0

Student Welfare

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

	P	R	S	I	P	R	S	I	P	R	S	I
	Ability Grouping				Arbitration				Class Size			
H	0	1	5	6	0	5	6	1	0	12	13	2
M	2	4	12	7	0	13	11	3	5	9	2	1
L	2	0	5	1	0	0	1	3	0	0	1	0
	College Prep. Curriculum				Curriculum				Departmentalization			
H	0	5	9	3	1	7	17	6	1	7	10	5
M	2	6	5	11	0	5	5	3	2	5	13	2
L	0	0	2	3	1	0	0	0	0	2	0	0
	Educational Parks				Enrichment Programs				Extra-Class Activities			
H	1	0	3	2	3	6	9	8	9	4	9	3
M	5	7	4	6	1	7	6	6	6	6	7	1
L	4	2	2	4	0	1	0	0	1	0	2	0
	Faculty Planning				Grading				Independent Study			
H	1	9	10	7	0	3	3	5	0	8	10	9
M	2	7	7	2	0	10	11	5	2	5	2	9
L	0	1	0	0	1	2	2	4	0	0	0	0
	Innovation				Instructional Media				Junior High School			
H	6	4	9	6	2	2	15	5	2	7	19	4
M	1	5	7	6	2	7	10	3	2	5	6	0
L	0	0	1	0	0	0	0	0	0	0	0	1
	Merit Pay				Middle Schools				Non-Graded Schools			
H	2	6	7	0	1	3	8	3	3	3	5	5
M	3	5	2	2	3	8	11	1	5	6	7	3
L	5	3	1	7	1	1	0	1	2	6	0	2

	P	R	S	I
H	0	10	9	2
M	0	7	8	1
L	1	1	0	0

Planned Programmed Budget System

	P	R	S	I
H	1	2	5	7
M	6	6	7	7
L	2	0	2	1

Programmed Instruction

	P	R	S	I
H	3	15	12	4
M	0	6	2	0
L	0	2	1	0

Remedial Instruction

	P	R	S	I
H	4	12	9	3
M	2	9	1	1
L	2	2	0	0

Salary Schedules

	P	R	S	I
H	0	4	1	3
M	4	2	3	6
L	4	5	3	8

Segregation

	P	R	S	I
H	3	19	14	2
M	0	8	3	1
L	0	1	0	0

Special Education

	P	R	S	I
H	0	3	4	1
M	3	7	11	6
L	2	3	2	3

Standardized Tests

	P	R	S	I
H	0	10	9	5
M	2	6	7	1
L	0	1	1	3

Teacher Evaluation

	P	R	S	I
H	2	11	8	7
M	2	6	5	4
L	0	1	0	0

Teacher Training

	P	R	S	I
H	0	3	11	3
M	3	5	8	7
L	1	3	1	0

Team Teaching

	P	R	S	I
H	0	4	3	1
M	3	10	10	2
L	2	6	3	1

Tuition

	P	R	S	I
H	0	13	14	2
M	2	7	6	2
L	0	1	0	0

Vocational Education

H				
M				
L				

H				
M				
L				

H				
M				
L				

GENERAL TOPICS

Authority

	P	R	S	I
H	0	6	7	1
M	2	12	12	3
L	0	2	1	0

Caution

P	R	S	I
0	5	4	4
2	12	8	6
1	1	0	1

Competition

P	R	S	I
4	9	7	1
4	7	8	4
1	0	1	0

Conflict

	P	R	S	I
H	1	2	3	3
M	2	6	6	12
L	2	1	3	3

Conservatism

P	R	S	I
0	4	4	3
1	10	5	11
1	0	4	2

Emotion

P	R	S	I
4	4	7	2
10	9	3	2
1	1	0	1

Federal Aid to Education*

	P	R	S	I
H	1	13	5	3
M	4	6	6	2
L	2	0	3	2

Liberalism

P	R	S	I
1	5	5	2
3	3	7	12
0	1	4	2

Rationality

P	R	S	I
0	4	5	8
7	5	4	7
0	1	1	0

Risk

	P	R	S	I
H	0	3	4	3
M	3	8	11	6
L	0	3	2	1

	P	R	S	I
H				
M				
L				

P	R	S	I

	P	R	S	I
H				
M				
L				

P	R	S	I

P	R	S	I

	P	R	S	I
H				
M				
L				

P	R	S	I

P	R	S	I

* Changed to area titled Ideas About Administrative Concerns in final form.

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ADMINISTRATIVE CONCERNS

	P	R	S	I
Administrative Leadership				
H	3	5	13	7
M	0	9	6	0
L	0	1	0	0

	P	R	S	I
Bond Election				
H	0	11	8	4
M	0	11	5	1
L	0	3	1	0

	P	R	S	I
Business Management				
H	0	7	10	5
M	2	8	9	3
L	0	1	0	0

	P	R	S	I
Community Growth				
H	2	8	9	2
M	2	6	12	2
L	0	0	0	0

	P	R	S	I
Cultural Differences				
H	0	9	2	7
M	2	8	3	5
L	2	2	0	1

	P	R	S	I
Faculity Turnover				
H	2	5	8	7
M	1	2	5	6
L	3	1	1	1

	P	R	S	I
Legal Responsibility				
H	0	16	5	4
M	1	9	3	3
L	0	1	1	0

	P	R	S	I
Local Government Control				
H	1	8	2	3
M	0	15	4	8
L	1	1	0	1

	P	R	S	I
Professionalism				
H	2	13	6	11
M	0	9	2	1
L	0	0	0	0

	P	R	S	I
School Board Policy				
H	0	11	8	7
M	2	10	5	0
L	0	1	0	0

	P	R	S	I
School Law				
H	1	12	6	6
M	1	12	4	4
L	0	0	0	0

	P	R	S	I
School Size				
H	0	9	3	5
M	6	7	8	4
L	0	0	1	0

	P	R	S	I
Teacher Supply & Demand				
H	0	5	7	9
M	2	10	5	4
L	0	0	1	1

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

IDEAS ASSOCIATED WITH PEOPLE

Administrative Experience

	P	R	S	I
H	0	1	10	2
M	3	4	16	3
L	2	0	1	1

Ambition

	P	R	S	I
H	2	3	22	0
M	1	3	8	3
L	0	0	0	0

Character

	P	R	S	I
H	10	18	6	8
M	0	1	0	0
L	0	0	0	0

Competency

	P	R	S	I
H	0	11	14	3
M	2	2	8	4
L	0	0	0	0

Conformity

	P	R	S	I
H	0	1	1	0
M	11	6	10	5
L	2	4	3	0

Cooperation

	P	R	S	I
H	10	17	10	0
M	2	1	3	1
L	0	0	0	0

Courtesy

	P	R	S	I
H	10	18	5	0
M	7	3	1	0
L	0	0	0	0

Decisiveness

	P	R	S	I
H	0	3	11	3
M	5	8	6	8
L	0	1	0	0

Dominance

	P	R	S	I
H	0	0	0	0
M	2	3	9	7
L	6	2	6	9

Emotional Stability

	P	R	S	I
H	9	10	8	5
M	4	1	3	2
L	0	0	0	1

Fairness

	P	R	S	I
H	3	30	4	3
M	2	3	2	0
L	0	0	1	0

Friendliness

	P	R	S	I
H	12	8	5	0
M	14	4	4	1
L	0	0	0	0

Honor

	P	R	S	I
H	2	29	3	1
M	0	6	2	3
L	1	0	0	1

Initiative

	P	R	S	I
H	1	4	23	5
M	1	5	8	0
L	0	1	0	0

Intelligence

	P	R	S	I
H	0	1	3	8
M	5	2	7	21
L	0	0	0	1

Knowledge

	P	R	S	I
H	1	2	7	7
M	3	4	5	18
L	0	0	0	0

Morality

	P	R	S	I
H	1	27	2	0
M	1	11	3	2
L	0	0	1	0

Objectivity

	P	R	S	I
H	1	5	2	2
M	2	13	8	12
L	1	0	1	1

	P	R	S	I
	Perseverance			
H	1	8	15	1
M	1	5	11	3
L	0	0	1	1

	P	R	S	I
	Self Desicipline			
H	3	18	11	3
M	1	5	4	3
L	0	0	0	0

	P	R	S	I
	Tolerance			
H	5	13	4	2
M	1	10	4	4
L	0	1	2	0

H				
M				
L				

H				
M				
L				

H				
M				
L				

H				
M				
L				

H				
M				
L				

H				
M				
L				

H				
M				
L				

GROUPS OF PEOPLE

	P	R	S	I
Accreditation Agencies				
H	0	3	0	4
M	4	9	11	9
L	2	1	1	2
Administrators				
H	2	6	5	8
M	6	4	11	4
L	2	0	0	0
Community Leaders				
H	2	4	10	3
M	4	5	11	6
L	1	1	2	1
Culturally Disadvantaged				
H	1	9	1	4
M	10	5	4	3
L	3	2	0	1
Dropouts				
H	7	5	1	3
M	3	3	6	5
L	3	5	1	5
Gifted Students				
H	2	5	0	9
M	3	1	7	20
L	0	1	0	0
Myself				
H	11	2	9	4
M	8	8	4	1
L	0	1	0	0
Parents				
H	7	11	7	2
M	10	5	4	1
L	0	1	0	0
Pressure Groups				
H	0	0	2	1
M	3	6	3	1
L	5	7	10	10
Professional Organizations				
H	1	11	4	0
M	1	7	10	12
L	0	1	0	1
School Board				
H	1	6	5	2
M	5	11	11	4
L	1	1	2	0
Student Body				
H	12	8	6	1
M	8	5	6	3
L	1	0	0	0
U.S.O.E.				
H	0	4	1	6
M	2	9	10	11
L	2	0	1	3
H				
M				
L				
H				
M				
L				
H				
M				
L				

PERSONAL GOALS

	P	R	S	I
Autonomy				
H	1	3	1	3
M	4	13	11	2
L	3	0	3	4
Dignity				
H	3	16	12	4
M	4	4	3	2
L	1	0	0	0
Individuality				
H	2	19	4	8
M	1	5	4	5
L	0	1	0	1
Job Satisfaction				
H	18	12	10	2
M	3	2	1	1
L	0	0	0	1
Pleasure				
H	15	8	4	0
M	9	8	2	2
L	0	0	0	1
Prestige				
H	3	4	3	3
M	7	6	13	3
L	3	1	1	2
Status				
H	4	2	2	1
M	6	3	15	3
L	2	1	6	3
H				
M				
L				
H				
M				
L				
H				
M				
L				
H				
M				
L				

	P	R	S	I

Citizenship

H	0	26	3	2
M	1	10	3	2
L	0	0	0	0

Cultural Transmission

	2	3	5	3
	5	13	5	6
	2	1	1	1

Individual Differences

	3	20	4	5
	0	5	5	6
	0	0	0	0

Optimization of Student Potential

H	2	13	9	5
M	2	6	4	5
L	0	0	2	1

Program Articulation

	2	7	11	2
	1	4	10	8
	0	2	1	1

Reading Skills

	1	12	18	5
	2	4	3	3
	0	0	1	0

Social Competence

HH	2	5	7	1
M	11	8	11	4
L	0	0	0	0

Teacher & Staff Welfare

	3	15	5	1
	6	13	5	1
	0	0	0	0

H				
M				
L				

H				
M				
L				

H				
M				
L				

IDEAS ABOUT EDUC. AND ADMIN. PRACTICES

Adult Education

	P	R	S	I
H	2	7	10	4
M	3	11	6	5
L	1	0	0	1

Carnegie Unit

P	R	S	I
1	0	1	1
2	3	9	11
9	2	9	9

Collective Negotiations

P	R	S	I
1	9	2	0
1	10	11	6
1	4	2	1

Comprehensive High School

	P	R	S	I
H	1	4	5	7
M	3	6	15	3
L	1	0	0	1

Delegation of Authority

P	R	S	I
1	13	4	2
2	11	9	3
1	1	0	2

Discipline

P	R	S	I
1	22	5	3
1	11	3	2
0	0	0	0

Educational Television

	P	R	S	I
H	2	2	3	6
M	5	4	4	14
L	4	0	1	4

Experimentation

P	R	S	I
2	10	6	8
1	6	6	8
1	0	0	0

Facilities

P	R	S	I
5	10	6	4
8	9	6	0
0	0	0	0

Flexible Scheduling

	P	R	S	I
H	0	11	5	4
M	1	8	10	7
L	1	0	0	2

Guidance & Counseling

P	R	S	I
1	15	4	3
4	7	4	3
5	0	0	1

Individualized Instruction

P	R	S	I
1	20	12	3
2	3	2	3
0	1	0	1

In-Service Education

	P	R	S	I
H	0	13	5	4
M	1	10	5	6
L	2	1	1	1

Junior College

P	R	S	I
1	12	12	2
1	9	4	4
0	0	1	2

Learning Theories

P	R	S	I
0	3	2	5
2	2	9	12
4	1	1	7

Methods of Teaching

	P	R	S	I
H	1	10	8	4
M	4	5	7	7
L	1	0	1	0

Neighborhood Schools

P	R	S	I
1	7	2	0
10	5	8	3
5	1	1	2

Nursery Schools

P	R	S	I
2	4	6	0
8	2	9	3
7	4	1	3

	P	R	S	I
H	0	14	8	5
M	3	6	4	6
L	0	0	0	0

Program Evaluation

	P	R	S	I
H	7	15	10	2
M	3	5	4	2
L	0	0	0	0

Public Relations

	P	R	S	I
H	0	9	8	11
M	2	7	8	1
L	0	0	1	0

Resource Centers

	P	R	S	I
H	1	4	1	2
M	0	4	6	5
L	4	2	5	12

Sanctions & Strikes

	P	R	S	I
H	0	3	2	0
M	1	4	12	5
L	10	0	5	4

Self Contained Classroom

	P	R	S	I
H	15	12	6	2
M	3	4	4	0
L	0	0	1	0

Staff Relations

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

	P	R	S	I
H				
M				
L				

ADMINISTRATIVE CONCERNS

Teacher Certification

	P	R	S	I
H	0	19	4	6
M	0	6	6	3
L	0	2	0	1

Teacher Placement

P	R	S	I
0	7	5	3
1	13	12	4
1	0	0	0

Teacher Pupil Ratio

P	R	S	I
1	16	8	5
1	5	7	1
0	1	0	1

Tenure

	P	R	S	I
H	1	9	2	1
M	5	6	5	5
L	1	1	4	7

12-Month School Year

P	R	S	I
1	5	2	1
1	4	7	6
4	4	5	7

Administrative Board Relations

P	R	S	I
2	9	9	3
5	8	4	3
1	1	3	1

Assessed Evaluation

	P	R	S	I
H	1	6	4	3
M	0	14	5	9
L	1	1	2	0

Building Design

P	R	S	I
6	7	4	2
7	6	5	8
0	1	1	1

Community Educational Level

P	R	S	I
1	3	5	5
5	7	8	11
0	0	1	1

Comunity Needs

	P	R	S	I
H	2	13	10	5
M	3	6	5	2
L	0	0	0	1

Educational Research

P	R	S	I
0	8	3	5
2	10	4	11
1	0	0	3

Finance

P	R	S	I
1	17	5	4
0	10	4	5
2	0	0	0

Legislation

	P	R	S	I
H	0	14	7	4
M	1	7	6	8
L	0	1	0	0

Parent-Teacher Relations

P	R	S	I
10	17	10	3
2	2	0	2
1	0	0	0

Pupil-Staff Relations

P	R	S	I
9	11	11	2
7	5	1	1
0	0	0	0

School District Reorganization

	P	R	S	I
H	0	5	5	1
M	1	13	11	5
L	1	3	2	2

School Policy

P	R	S	I
1	16	6	3
5	8	5	4
0	0	0	0

Student Needs

P	R	S	I
1	26	9	6
0	3	0	2
0	0	0	0

GENERAL TOPICS

	P	R	S	I
Automation				
H	0	5	3	3
M	3	3	14	7
L	2	1	3	4
Change				
H	0	13	4	6
M	4	10	4	4
L	0	0	1	2
Compromise				
H	1	4	1	2
M	4	14	10	10
L	0	2	0	0
Consensus				
H	0	1	0	1
M	5	10	9	13
L	3	1	1	3
Consistency				
H	1	17	9	3
M	3	7	7	1
L	0	0	0	0
Equality				
H	2	18	2	4
M	4	12	3	1
L	0	1	1	0
Force				
H	0	1	0	0
M	2	5	8	10
L	6	1	5	9
Property				
H	1	9	4	0
M	8	12	8	4
L	2	0	0	0
Religion				
H	4	18	1	2
M	6	9	2	4
L	2	0	0	1
State Aid to Education*				
H	0	20	4	2
M	2	11	4	4
L	0	0	0	1
H				
M				
L				
H				
M				
L				

*Changed to area titled Ideas About Administrative Concerns in final form.

APPENDIX D

Personal Values Questionnaire

(Educational Administrators)

Personal Values Questionnaire

(Educational Administrators)

HUMAN FACTORS RESEARCH LABORATORY

COLORADO STATE UNIVERSITY

Personal Values Questionnaire

This questionnaire is one stage in a research study of personal values. The ultimate aim of the study is to find out how public school administrators look at a wide range of topics. These topics are about **People, Groups of People, Personal Goals, Organizational Goals, Educational and Administrative Practices, Administrative Concerns,** and **General Ideas.**

You will be asked to judge the degree to which each topic is: (1) Important, (2) Pleasant, (3) Right, (4) Successful, and (5) Intellectual. In completing this questionnaire, please make your judgment on the basis of what these topics mean to **you** as an individual.

Under no circumstances will your individual responses be made available to anyone except the research workers. The data we are attempting to gather are for use only in our research project on personal values.

In advance we wish to thank you for your participation in this study. It is through cooperation in studies such as this that we all advance our understanding of human behavior.

INSTRUCTIONS

Rate how **important** a topic is to you by placing an 'X' in the appropriate box: the left box signifies high importance; the middle box, average importance; and the right box, low importance.

Then specify which of the four descriptions (successful, pleasant, right, intellectual) best indicates the **Meaning** of the topic to you; indicate your choice by placing the number '1' on the line next to it. Then indicate which description least indicates the topic's **Meaning** to you by writing the number '4' in the space provided. Finally, complete the ranking by placing the numbers '2' and '3' next to the appropriate descriptions. Complete all topics in this manner, and check to see that the four descriptions for each topic have been ranked in the manner instructed.

Examples

As an example, take the topic PATRIOTISM. If you felt that it is of average importance, you would make a check mark in the Middle box as indicated. If you felt that of the four descriptions (pleasant, right, successful, and intellectual), 'right' best indicates what the topic means to you, you would write the number '1' next to 'right'. If the description 'successful' least indicates what the topic means to you, then you would write the number '4' next to 'successful, as shown in the sample below. Then you would place the numbers '2' and '3'—as appropriate—next to the remaining descriptions, in this case, 'pleasant' and 'intellectual'.

For some topics you may feel that none of the descriptions apply. For example, you may feel that for the topic DISHONESTY, neither 'pleasant', 'right', 'successful', or 'intellectual' indicates the meaning to you. If you have this trouble, you may begin by deciding which description least indicates the topic's meaning to you. For example, for the topic DISHONESTY if you felt that 'right' least indicates the topic's meaning to you, you would write the number '4' next to 'right', and so on for the remaining descriptions as shown in the sample.

Patriotism

Hi ☐ ☒ ☐ Lo

1 Right
2 Pleasant
4 Successful
3 Intellectual

Dishonesty

Hi ☐ ☒ ☐ Lo

4 Right
1 Pleasant
3 Successful
2 Intellectual

IDEAS ASSOCIATED WITH PEOPLE

Decisiveness	**Initiative**	**Objectivity**
High Low Imp. ☐ ☐ ☐ Imp.	High Low Imp. ☐ ☐ ☐ Imp.	High Low Imp. ☐ ☐ ☐ Imp.
____ right ____ successful ____ pleasant ____ intellectual	____ right ____ successful ____ pleasant ____ intellectual	____ right ____ successful ____ pleasant ____ intellectual
Self-discipline	**Fairness**	**Cooperation**
High Low Imp. ☐ ☐ ☐ Imp.	High Low Imp. ☐ ☐ ☐ Imp.	High Low Imp. ☐ ☐ ☐ Imp.
____ right ____ successful ____ pleasant ____ intellectual	____ right ____ successful ____ pleasant ____ intellectual	____ right ____ successful ____ pleasant ____ intellectual
Ability	**Flexibility**	**Emotional Stability**
High Low Imp. ☐ ☐ ☐ Imp.	High Low Imp. ☐ ☐ ☐ Imp.	High Low Imp. ☐ ☐ ☐ Imp.
____ right ____ successful ____ pleasant ____ intellectual	____ right ____ successful ____ pleasant ____ intellectual	____ right ____ successful ____ pleasant ____ intellectual
Competency	**Integrity**	**Judgment**
High Low Imp. ☐ ☐ ☐ Imp.	High Low Imp. ☐ ☐ ☐ Imp.	High Low Imp. ☐ ☐ ☐ Imp.
____ right ____ successful ____ pleasant ____ intellectual	____ right ____ successful ____ pleasant ____ intellectual	____ right ____ successful ____ pleasant ____ intellectual

PERSONAL GOALS OF INDIVIDUALS

Influence	Security	Achievement
High Imp. ☐☐☐ Low Imp.	High Imp. ☐☐☐ Low Imp.	High Imp. ☐☐☐ Low Imp.
____ right	____ right	____ right
____ successful	____ successful	____ successful
____ pleasant	____ pleasant	____ pleasant
____ intellectual	____ intellectual	____ intellectual

Income	Prestige	Job Satisfaction
High Imp. ☐☐☐ Low Imp.	High Imp. ☐☐☐ Low Imp.	High Imp. ☐☐☐ Low Imp.
____ right	____ right	____ right
____ successful	____ successful	____ successful
____ pleasant	____ pleasant	____ pleasant
____ intellectual	____ intellectual	____ intellectual

Individuality	Success	Creativity
High Imp. ☐☐☐ Low Imp.	High Imp. ☐☐☐ Low Imp.	High Imp. ☐☐☐ Low Imp.
____ right	____ right	____ right
____ successful	____ successful	____ successful
____ pleasant	____ pleasant	____ pleasant
____ intellectual	____ intellectual	____ intellectual

Leisure	Dignity
High Imp. ☐☐☐ Low Imp.	High Imp. ☐☐☐ Low Imp.
____ right	____ right
____ successful	____ successful
____ pleasant	____ pleasant
____ intellectual	____ intellectual

GROUPS OF PEOPLE

School Board

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Parents

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Superintendents

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

U.S. Office of Education

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Myself

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Professional Organizations

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Administrative Staff

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Principals

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Student Body

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Faculty

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Teacher Unions

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

State Department of Education

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

IDEAS ABOUT GENERAL TOPICS

Change

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Property

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Consistency

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Caution

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Liberalism

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Compromise

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Authority

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Conservatism

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Rationality

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Conflict

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Equality

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

GOALS OF EDUCATIONAL ORGANIZATIONS

Equal Educational Opportunity

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Program Articulation

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Citizenship

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Teacher and Staff Welfare

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Organizational Stability

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Academic Skills

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Institutional Efficiency

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Student Welfare

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

Optimization of Student Potential

High Imp. ☐ ☐ ☐ Low Imp.

____ right
____ successful
____ pleasant
____ intellectual

IDEAS ABOUT ADMINISTRATIVE CONCERNS

Legal Responsibility
High Imp. ☐ ☐ ☐ Low Imp.
____ right
____ successful
____ pleasant
____ intellectual

Business Management
High Imp. ☐ ☐ ☐ Low Imp.
____ right
____ successful
____ pleasant
____ intellectual

Federal Aid to Education
High Imp. ☐ ☐ ☐ Low Imp.
____ right
____ successful
____ pleasant
____ intellectual

Finance
High Imp. ☐ ☐ ☐ Low Imp.
____ right
____ successful
____ pleasant
____ intellectual

Professionalism
High Imp. ☐ ☐ ☐ Low Imp.
____ right
____ successful
____ pleasant
____ intellectual

Community Growth
High Imp. ☐ ☐ ☐ Low Imp.
____ right
____ successful
____ pleasant
____ intellectual

School Board Policy
High Imp. ☐ ☐ ☐ Low Imp.
____ right
____ successful
____ pleasant
____ intellectual

Administrative Leadership
High Imp. ☐ ☐ ☐ Low Imp.
____ right
____ successful
____ pleasant
____ intellectual

State Aid to Education
High Imp. ☐ ☐ ☐ Low Imp.
____ right
____ successful
____ pleasant
____ intellectual

Community Needs
High Imp. ☐ ☐ ☐ Low Imp.
____ right
____ successful
____ pleasant
____ intellectual

Student Needs
High Imp. ☐ ☐ ☐ Low Imp.
____ right
____ successful
____ pleasant
____ intellectual

Educational Research
High Imp. ☐ ☐ ☐ Low Imp.
____ right
____ successful
____ pleasant
____ intellectual

IDEAS ABOUT EDUCATIONAL AND ADMINISTRATIVE PRACTICES

Delegation of Authority
High Low
Imp. ☐ ☐ ☐ Imp.
____ right
____ successful
____ pleasant
____ intellectual

Staff Relations
High Low
Imp. ☐ ☐ ☐ Imp.
____ right
____ successful
____ pleasant
____ intellectual

Curriculum
High Low
Imp. ☐ ☐ ☐ Imp.
____ right
____ successful
____ pleasant
____ intellectual

Resource Centers
High Low
Imp. ☐ ☐ ☐ Imp.
____ right
____ successful
____ pleasant
____ intellectual

Faculty Planning
High Low
Imp. ☐ ☐ ☐ Imp.
____ right
____ successful
____ pleasant
____ intellectual

Vocational Education
High Low
Imp. ☐ ☐ ☐ Imp.
____ right
____ successful
____ pleasant
____ intellectual

Individualized Instruction
High Low
Imp. ☐ ☐ ☐ Imp.
____ right
____ successful
____ pleasant
____ intellectual

Public Relations
High Low
Imp. ☐ ☐ ☐ Imp.
____ right
____ successful
____ pleasant
____ intellectual

Collective Negotiation
High Low
Imp. ☐ ☐ ☐ Imp.
____ right
____ successful
____ pleasant
____ intellectual

Facilities
High Low
Imp. ☐ ☐ ☐ Imp.
____ right
____ successful
____ pleasant
____ intellectual

Sanctions and Strikes
High Low
Imp. ☐ ☐ ☐ Imp.
____ right
____ successful
____ pleasant
____ intellectual

In-Service Education
High Low
Imp. ☐ ☐ ☐ Imp.
____ right
____ successful
____ pleasant
____ intellectual

Teacher Evaluation
High Low
Imp. ☐ ☐ ☐ Imp.
____ right
____ successful
____ pleasant
____ intellectual

Comprehensive High School
High Low
Imp. ☐ ☐ ☐ Imp.
____ right
____ successful
____ pleasant
____ intellectual

Program Evaluation
High Low
Imp. ☐ ☐ ☐ Imp.
____ right
____ successful
____ pleasant
____ intellectual

PERSONAL

1. Time in present position (check one):
   _____Under 1 year
   _____1-3 years
   _____4-5 years
   _____6-10 years
   _____11-15 years
   _____Over 15 years

2. Total time in school administration (check one):
   _____0-1 year
   _____2-3 years
   _____4-5 years
   _____6-10 years
   _____11-20 years
   _____21-30 years
   _____Over 30 years

3. Total time as a classroom teacher (check one):
   _____0-1 year
   _____2-3 years
   _____4-5 years
   _____6-10 years
   _____11-20 years
   _____21-30 years
   _____Over 30 years

4. Time spent in other educational activities (specify number of years)
   _____Counseling
   _____Coaching
   _____Other (Please specify)
   _____

5. Your Age Check one)
   _____20-29
   _____30-34
   _____35-39
   _____40-44
   _____45-49
   _____50-54
   _____55-59
   _____60 or over

6. Check highest level of education completed:
   _____Bachelor's Degree
   _____Master's Degree
   _____Specialist Certificate
   _____Doctor's Degree

7. Undergraduate Major in College (check one):
   _____Social Sciences
   _____Biological Sciences
   _____Physical Sciences
   _____Humanities
   _____Education
   _____Fine Arts
   _____Mathematics
   _____Physical Education
   _____Vocational Education (Voc. Ag., Home Ec., T and I, Technical, D.E.)
   _____Business
   _____Other (Please specify)
   _____

8. Other work experience (please describe briefly and indicate the length of time spent for each job. Include only full-time jobs which you were working at as your primary commitment.)

Job	Time (in years)

9. Present Yearly Income from Position (check one):
   _____Under $6,000
   _____$6,000 to $8,999
   _____$9,000 to $11,999
   _____$12,000 to $14,999
   _____$15,000 to $19,999
   _____$20,000 to $24,999
   _____Over $25,000
   _____$35,000 to $49,999
   _____$50,000 to $74,999
   _____Over $75,000

INFORMATION

10. Choose the ONE of the following statements which best tells how well you like your job. Place a check mark in front of that statement.

_____1. I hate it.
_____2. I dislike it.
_____3. I don't like it.
_____4. I am indifferent to it.
_____5. I like it.
_____6. I am enthusiastic about it.
_____7. I love it.

11. Check one of the following to show HOW MUCH OF THE TIME you feel satisfied with your job:

_____1. All the time.
_____2. Most of the time.
_____3. A good deal of the time.
_____4. About half of the time.
_____5. Occasionally.
_____6. Seldom.
_____7. Never.

12. Check the ONE of the following which best tells how you feel about changing your job:

_____1. I would quit this job at once if I could get anything else to do.
_____2. I would take almost any other job in which I could earn as much as I am earning now.
_____3. I would like to change both my job and my occupation.
_____4. I would like to exchange my present job for another job.
_____5. I am not eager to change my job, but I would do so if I could get a better job.
_____6. I cannot think of any jobs for which I would exchange.
_____7. I would not exchange my job for any other.

13. Check one of the following to show how you think you compare with other people.

_____1. No one likes his job better than I like mine.
_____2. I like my job much better than most people like theirs.
_____3. I like my job better than most people like theirs.
_____4. I like my job about as well as most people like theirs.
_____5. I dislike my job more than most people dislike theirs.
_____6. I dislike my job much more than most people dislike theirs.
_____7. No one dislike his job more than I dislike mine.

THANK YOU

APPENDIX E

Response Distribution by Concept on

PVQ from 210 Educational Administrators

Decisiveness

	R	S	P	I
H	32	56	1	22
M	33	46	5	12
L	1	1	0	0

Self-discipline

	R	S	P	I
H	92	63	10	13
M	10	8	5	7
L	0	1	1	0

Ability

	R	S	P	I
H	7	43	2	30
M	9	62	5	46
L	2	2	1	1

Competency

	R	S	P	I
H	25	88	1	40
M	6	23	4	21
L	1	0	0	0

Initiative

	R	S	P	I
H	32	122	4	19
M	5	22	1	5
L	0	0	0	0

Fairness

	R	S	P	I
H	156	22	10	6
M	10	2	3	1
L	0	0	0	0

Flexibility

	R	S	P	I
H	11	42	12	14
M	18	54	27	26
L	2	0	1	3

Integrity

	R	S	P	I
H	143	21	5	9
M	15	5	2	9
L	0	0	0	0

Objectivity

	R	S	P	I
H	35	16	3	36
M	37	25	9	42
L	1	1	2	1

Cooperation

	R	S	P	I
H	51	59	35	13
M	14	15	21	1
L	0	0	0	0

Emotional Stability

	R	S	P	I
H	31	58	48	23
M	10	10	20	8
L	0	0	1	0

Judgment

	R	S	P	I
H	62	45	0	46
M	14	17	3	20
L	0	1	0	0

	R	S	P	I
H				
M				
L				

	R	S	P	I
H				
M				
L				

	R	S	P	I
H				
M				
L				

	R	S	P	I
H				
M				
L				

	R	S	P	I
H				
M				
L				

	R	S	P	I
H				
M				
L				

PERSONAL GOALS OF INDIVIDUALS

Influence

	R	S	P	I
H	7	26	3	5
M	18	80	28	18
L	3	5	13	4

Income

	R	S	P	I
H	5	28	14	4
M	14	71	55	2
L	3	5	6	2

Individuality

	R	S	P	I
H	21	16	17	18
M	25	25	38	35
L	3	2	5	4

Leisure

	R	S	P	I
H	3	4	36	2
M	11	14	95	7
L	1	1	35	1

Security

	R	S	P	I
H	17	37	29	1
M	17	33	55	3
L	4	1	9	3

Prestige

	R	S	P	I
H	2	14	11	5
M	13	45	76	9
L	2	9	16	8

Success

	R	S	P	I
H	13	77	26	10
M	13	30	35	6
L	0	0	0	0

Dignity

	R	S	P	I
H	76	18	30	14
M	22	10	18	13
L	1	2	1	2

Achievement

	R	S	P	I
H	15	76	11	27
M	6	38	14	19
L	0	0	1	1

Job Satisfaction

	R	S	P	I
H	34	68	81	4
M	4	7	10	0
L	0	0	0	0

Creativity

	R	S	P	I
H	7	23	15	37
M	4	26	34	51
L	2	2	4	5

H				
M				
L				

H				
M				
L				

H				
M				
L				

H				
M				
L				

H				
M				
L				

GROUPS OF PEOPLE

School Board

	R	S	P	I
H	56	27	7	20
M	39	22	11	21
L	2	1	3	1

U.S. Office of Education

R	S	P	I
13	4	0	12
30	24	6	45
19	9	9	36

Administrative Staff

R	S	P	I
41	56	11	39
19	15	13	15
0	0	0	0

Faculty

	R	S	P	I
H	41	50	34	53
M	7	8	9	7
L	0	0	0	0

Parents

R	S	P	I
75	32	37	17
14	3	26	5
0	0	0	0

Myself

R	S	P	I
42	42	26	16
22	30	19	9
0	1	3	0

Principals

	R	S	P	I
H	49	51	18	31
M	22	13	15	11
L	0	0	0	0

Teacher Unions

R	S	P	I
4	2	0	4
11	23	3	2
29	45	33	45

Superintendents

R	S	P	I
39	40	8	59
13	20	14	11
0	2	1	2

Professional Organizations

	R	S	P	I
H	16	12	3	11
M	42	39	15	45
L	5	5	7	9

Student Body

R	S	P	I
47	43	53	20
16	4	15	12
0	0	0	0

State Department of Education

R	S	P	I
25	16	3	22
41	26	14	38
6	2	7	10

	R	S	P	I
H				
M				
L				

R	S	P	I

R	S	P	I

	R	S	P	I
H				
M				
L				

R	S	P	I

R	S	P	I

IDEAS ABOUT GENERAL TOPICS

Change

	R	S	P	I
H	53	28	5	28
M	39	20	11	20
L	2	1	1	2

Caution

	R	S	P	I
H	23	10	1	7
M	66	27	14	46
L	5	1	5	5

Authority

	R	S	P	I
H	68	7	1	18
M	51	20	10	23
L	5	1	3	2

Conflict

	R	S	P	I
H	7	1	4	6
M	40	28	10	58
L	15	4	5	32

Property

	R	S	P	I
H	33	21	4	2
M	53	54	21	9
L	2	2	6	2

Liberalism

	R	S	P	I
H	8	3	1	9
M	42	17	25	60
L	7	3	10	23

Conservatism

	R	S	P	I
H	14	3	2	4
M	50	31	21	49
L	6	7	9	13

Equality

	R	S	P	I
H	117	11	7	16
M	37	6	8	4
L	3	0	1	0

Consistency

	R	S	P	I
H	96	37	6	19
M	24	16	4	5
L	1	0	0	2

Compromise

	R	S	P	I
H	25	12	1	17
M	50	35	17	35
L	4	6	5	1

Rationality

	R	S	P	I
H	39	10	5	29
M	34	24	17	37
L	2	0	5	6

	R	S	P	I
H				
M				
L				

	R	S	P	I
H				
M				
L				

	R	S	P	I
H				
M				
L				

	R	S	P	I
H				
M				
L				

	R	S	P	I
H				
M				
L				

	R	S	P	I
H				
M				
L				

Equal Educational Opportunity

	R	S	P	I
H	142	14	0	16
M	18	5	3	8
L	2	0	1	1

Teacher and Staff Welfare

R	S	P	I
91	28	19	12
25	7	15	7
1	1	3	0

Institutional Efficiency

R	S	P	I
42	57	4	26
17	29	10	14
0	7	0	4

Program Articulation

	R	S	P	I
H	28	25	1	34
M	26	47	4	34
L	3	2	2	2

Organizational Stability

R	S	P	I
39	41	9	18
18	50	9	18
4	0	2	1

Student Welfare

R	S	P	I
95	30	17	14
29	8	14	1
1	0	1	0

Citizenship

	R	S	P	I
H	142	15	8	16
M	17	7	1	2
L	0	1	1	0

Academic Skills

R	S	P	I
13	30	1	51
19	32	6	49
1	0	1	6

Optimization of Student Potential

R	S	P	I
65	36	8	42
16	17	6	16
0	1	0	2

H
M
L

H
M
L

H
M
L

H
M
L

IDEAS ABOUT ADMINISTRATIVE CONCERNS

Legal Responsibility

	R	S	P	I
H	84	11	1	21
M	52	10	3	21
L	2	0	2	3

Finance

R	S	P	I
63	50	3	27
24	26	3	11
0	1	1	0

School Board Policy

R	S	P	I
83	29	1	20
37	16	4	14
0	0	3	2

Community Needs

	R	S	P	I
H	71	30	5	23
M	37	19	8	13
L	2	0	1	0

Business Management

R	S	P	I
43	44	3	20
23	44	5	22
0	4	0	2

Professionalism

R	S	P	I
71	28	10	44
15	17	5	16
0	1	2	1

Administrative Leadership

	R	S	P	I
H	66	66	9	50
M	3	8	0	6
L	0	1	0	0

Student Needs

R	S	P	I
104	37	8	35
9	5	8	4
0	0	0	0

Federal Aid to Education

R	S	P	I
47	12	3	11
35	29	14	20
8	7	9	12

Community Growth

	R	S	P	I
H	34	31	8	18
M	23	49	25	15
L	2	1	4	0

State Aid to Education

R	S	P	I
96	35	3	13
31	15	2	4
1	5	2	3

Educational Research

R	S	P	I
27	16	1	46
19	11	2	66
4	0	4	13

H				
M				
L				

H				
M				
L				

H				
M				
L				

Delegation of Authority

	R	S	P	I
H	62	55	4	24
M	22	29	0	10
L	1	1	1	1

Resource Centers

R	S	P	I
20	25	2	31
22	35	10	46
4	3	3	6

Individualized Instruction

R	S	P	I
49	47	9	32
25	18	0	23
0	2	1	3

Facilities

	R	S	P	I
H	45	37	22	8
M	23	26	41	6
L	1	0	0	1

Teacher Evaluation

R	S	P	I
38	29	2	39
32	18	5	37
2	3	1	3

Staff Relations

R	S	P	I
54	64	49	21
3	6	9	2
0	0	0	0

Faculty Planning

	R	S	P	I
H	43	48	10	38
M	11	29	5	24
L	0	0	0	1

Public Relations

R	S	P	I
33	73	29	14
13	21	20	5
1	1	0	0

Sanctions and Strikes

R	S	P	I
6	7	0	6
13	21	4	10
32	36	20	47

Comprehensive High School

	R	S	P	I
H	47	24	2	19
M	30	29	11	28
L	6	3	3	7

Curriculum

R	S	P	I
40	46	3	73
11	8	4	21
0	0	0	1

Vocational Education

R	S	P	I
59	35	2	18
37	29	8	11
5	2	2	2

Collective Negotiation

	R	S	P	I
H	23	7	4	4
M	42	39	10	25
L	14	16	6	19

In-Service Education

R	S	P	I
36	40	2	46
16	25	9	32
0	1	1	1

Program Evaluation

R	S	P	I
44	46	0	41
20	28	2	24
2	0	0	2

H				
M				
L				